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ABSTRACT

A study was done to determine the feasibility of using public schools as a delivery system for training the disadvantaged in rural areas, and to identify those factors which have prevented the establishment of meaningful working relationships between manpower training providers and vocational personnel. Utilizing a questionnaire and personal contact at workshops, data were collected from public schools which participated in Texas's Rural Impact Program while a modified Delphi Method was used to obtain opinions from a group of experts comprised of sponsors, administrators, planners, field workers, and project directors of Comprehensive Employment and Training Act (CETA) and vocational programs at the local, State, and Federal levels. Findings led to 16 major conclusions including (1) The Rural Impact Program that was conducted throughout the State of Texas demonstrated that CETA and vocational funds can be combined for the purpose of implementing a broad comprehensive program for the disadvantaged and (2) adult classes can be taught in public schools during regular school hours, but an extensive educational program for the general public will be required. (Recommendations are made regarding State and Federal legal and administrative procedures which would facilitate coordination and cooperation. The appendix comprises about one-half of this report and includes the questionnaires, summary of Delphi observations, and a community services directory on vocational and CETA coordination procedures.) (EM)

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FINAL REPORT

Project No. OEG-0-75-0389

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TO DEVELOP A SYSTEM FOR INTERFACING THE ADMINISTRATION AND IMPLEMENTATION OF CETA AND VOCATIONAL PROGRAMS AT THE LOCAL LEVEL

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

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SUMMARY OF REPORT

(a) Time Period Covered by Report

The following report was conducted during the period July 1, 1975 through June 30, 1976.

(b) Goals and Objectives

The primary goals of this study were to determine the feasibility of using public schools as a delivery system for training the disadvantaged in rural areas, and to identify those factors which have prevented the establishment of meaningful working relationships between manpower training providers and vocational personnel.

The specific objectives of this investigation were as follows:

1. To analyze the experimental CETA program and identify problems encountered by the public schools while offering training to out-of-school disadvantaged persons.
   a. What was the public's reaction to these programs?
   b. Can CETA out-of-school adult classes be offered during the regular work day?
   c. What were the administrative and supervisory problems?
   d. Were there program coordination problems?
   e. What were the problems created by the CETA students?
   f. What were the techniques used to overcome existing problems?
   g. What aspects of the program were deemed to be successful?
2. To identify those public schools in the seven county area with adequate vocational facilities, but refused to participate in the experimental CETA program.
   a. Attempt to determine the reason for not participating in the project.
   b. Articulate the results of the experimental program to the non-participating schools.

c. Determine the interest of these schools in future CETA type programs.

3. To analyze problems encountered in offering CETA training in public schools into meaningful information, and provide the results to local, state, regional and national administrators, elected officials and other interested agencies.

4. To determine the ability of regional planners to provide comprehensive manpower training to the rural target population, without the use of existing public school facilities.

5. To improve coordination between local vocational and CETA administrators and supervisors, with a subsequent reduction of duplication of effort.

6. To develop a comprehensive directory on vocational and CETA coordination procedures, which can be used by local leaders in the implementation of programs for the disadvantaged.

(c) Procedures

Population and Data Collection

This investigation involved the collection of data on CETA and vocational programs from two groups: (1) public schools which participated in the Experimental CETA Program sponsored by Prairie View A&M University, and (2) a group of experts comprised of sponsors, administrators, planners, field workers, and project directors of CETA and vocational programs at the local, state, and federal levels. These two groups were selected in order to obtain pertinent information about the strengths as well as weaknesses of CETA/Vocational Programs at the site of implementation, and to seek practical solutions to those problems identified by the two groups.

In order to obtain information about program implementation, the initial target group was selected from nine public schools in a seven county area who agreed to participate in the Experimental CETA Program. This seven county cluster area was part of a Rural Impact Program jointly sponsored by the Texas Education Agency (TEA), and the Texas Department of Community Affairs (TDCA), in rural balance-of-state areas for disadvantaged adults. It was determined that the number of vocational schools located in the Prairie View target area having adequate vocational training facilities was not sufficiently large enough to provide reliable data which could be generalized back to the entire population of schools operating CETA/Vocational training programs in the state of

Texas. Therefore, all of the high schools which participated in the local sponsorship of the Rural Impact Program were included. A total of 19 high schools and 8 colleges and universities from 42 counties participated in the statewide program.

A questionnaire was developed by using background information from a written evaluation of the Rural Impact Program, the project advisory council, and those areas identified in related literature as being significant factors in the implementation of CETA Title I Program. Data were collected by mail and through personal contact at statewide workshops held by the Texas Education Agency.

The "coefficient of concordance" measure proposed by Kendall and Smith $W = 12S/M^2(N^3-N)$ was used to determine which aspect of the programs were considered to be most successful.

A "t" test was used to compare the difficulties experienced between CETA and vocational programs.

The technique used to obtain expert opinion from a group of administrators about the problems which limit or prohibit the effective coordination and implementation of CETA and vocational programs, was a modification of the Delphi Method. The objective was to obtain a reliable consensus of opinion from a group of experts about which procedures could be used to improve the relationship between the two programs. The Delphi Panel consisted of the 73 persons who agreed to participate in the study from local, state, and federal agencies.

A preliminary questionnaire was circulated to each panelists asking them to briefly describe problems they had observed while attempting to administer CETA and vocational programs, and to list their recommendations for solving them. The initial response consisted of a large volume of problem statements and informal comments. In order to eliminate duplication and in the interest of brevity and emphasis, similar problems and recommendations were combined. The final questionnaire consisted of 117 items, which were developed from respondents initial problem statements and comments. The questions were grouped into five (5) categories: (1) administration; (2) coordination; (3) funding; (4) planning; and (5) implementation.

After obtaining group consensus, an "F" test ($F = S_1/S_2$) was used to measure the convergence of opinion between first and second round responses.

(d) Results; Accomplishments

Based on the analysis of data collected about CETA and vocational programs, the following results were obtained:

1. The general public is in favor of offering adult vocational training in the public school after regular school hours; however, there is opposition to such classes while school is in session.

2. The administrative and supervisory problems created by the experimental CETA project were minimal, however, some difficulty was encountered in: (a) delayed contract approval from the two state agencies which jointly funded the project; (b) delayed reimbursement of funds expended; (c) inadequate time for the recruitment of required staff and students; and (d) insufficient time for placement or follow-up on students.

3. The vocational facilities of local high schools that participated in the Rural Impact Program were found to be adequately equipped to meet the training needs of the adult population.

4. From a total of twelve (12) school districts in the seven (7) county area, having adequate vocational facilities, only two schools refused to participate in the Rural Impact Program. One school superintendent stated that the trainees should receive ABE/GED prior to skill training, and the other indicated that funds available for utilities were inadequate. The superintendent stating that adult basic education should be taught prior to skills training, is currently offering evening adult vocational programs in the school system.

5. There is no apparent difference between problems created by offering CETA programs in public schools, than there are for vocational programs.

6. A comprehensive manpower training program for disadvantaged adults can be conducted in rural areas without the use of local public schools, provided adequate community colleges and universities are available. In those areas where these institutions are not available, it is doubtful that such a program can be instituted.

7. The duplication of effort in a given area is a direct result of unrelated and uncoordinated funding agencies serving a given locality.

8. Program duplication can be eliminated through proper coordination at local, state and national levels.

9. To achieve adequate inter-agency coordination of programs for the disadvantaged, legislation or guidance from the national level will be required.

10. There is extensive opposition to the concept of establishing a central agency for the purpose of coordinating the activities of all funding agencies for disadvantaged adult programs.

(e) Conclusions and Recommendations

The major conclusions of this investigation are as follows:

1. The Rural Impact Program that was conducted throughout the state of Texas, demonstrated that CETA and vocational funds can be combined for the purpose of implementing a broad comprehensive program for the disadvantaged.

2. Adult classes can be taught in public schools during regular school hours, however, an extensive educational program for the general public will be required.

3. The vocational facilities in the majority of the public schools in rural areas used in this study, are adequate for adult vocational training.

4. Problems created by the jointly funded project resulted from guidelines established by state and federal laws for each program.

5. The administrative and supervisory problems of the Rural Impact Program providers were minimized as a result of careful planning and coordination between the Department of Community Affairs and the Texas Education Agency.

6. There is no apparent difference in the administrative problems encountered while implementing CETA or vocational programs in the public school.

7. Although only one school district refused to participate in the Rural Impact Program because of inadequate funds for custodial and utilities, the vast majority of the participating schools expressed a need for additional funds in these areas.

8. Additional guidance is needed at the national level for the implementation of a coordinated program between CETA and vocational education.

9. A more comprehensive program for the disadvantaged can be offered, if joint planning and funding is accomplished between all agencies providing training and services to disadvantaged populations.

10. A comprehensive manpower training program can be implemented in rural areas without the use of local high schools, provided adequate college and universities are available, and are willing to participate in such programs.

11. Common boundaries for CETA and adult education programs would greatly improve coordination and program implementation in a given area.

12. Better coordination between funding agencies will reduce administrative costs and eliminate the duplication of training effort within a given area.

13. Delayed contract approval and the uncertainty of continued program funding from one year to the next, creates extensive difficulty in planning and implementation of disadvantaged training.

14. The existing fiscal year funding pattern for adult programs does not allow for adequate placement and follow-up activities.

15. The existence of several funding sources within a given area, encourages local program providers to seek funds from more than one agency for a given training program. This process leads to a duplication in the total training effort.

16. Federal and/or state legislation will be required, in order to bring about a coordinated program between CETA, vocational and other services for the disadvantaged.

In view of the findings of this study, the following recommendations are made.

1. That state and federal laws be revised to allow for a coordinated effort between CETA and vocational education.

2. That the Manpower planning section of the Texas Department of Community Affairs and the vocational branch of the Texas Education Agency be combined for the purpose of coordinating CETA and vocational training.

3. The funding cycles of all vocational programs should parallel as near as possible, thus allowing for better program coordination.

4. Extensive literature should be deveioped to assist local school administrators in the development of programs for the adult during regular school hours.

5. State education agencies should be required to develop and implement plans for the coordination of all programs for the disadvantaged adult.

6. Common geographical boundaries for all agencies responsible for delivering a service to the disadvantaged should be established.

7. The state employment service should be held responsible for conducting follow-up activities on each person trained through adult education.

8. Advanced funding for all adult programs at the national level should be made available, in order to insure program continuity at the local level.

9. That the national leadership for vocational education take the lead in bringing about the necessary change or legislation, that will actively involve vocational personnel in the implementation and coordination of CETA programs into the mainstream of education.

10. That additional research be conducted to find techniques for bringing about a cooperative effort between vocational and CETA administrators, in the conduct of programs for persons with special needs.

BODY OF REPORT

(a) Statement of the Problem

A survey of area vocational schools, community colleges and universities in two Comprehensive Employment and Training (CETA) planning regions (Houston-Galveston and Brazos Valley Development Council of Governments) revealed that most of these institutions possess the necessary personnel, facilities and equipment to offer comprehensive manpower training. However, a review of these institutions' educational philosophy, type of student population desired, and geographic location indicated that these factors tend to render these institutions inadequate as delivery systems for the training.

A potential delivery system for the Comprehensive Manpower program which has been completely ignored by present Manpower planners is the local public school system. A survey conducted by these investigators of public schools in seven rural counties (see map at Appendix A), revealed that most have vocational facilities varying in scope, ranging from adequate to non-existent. Our survey indicated that nine (9) public school officials in the seven (7) county target area were willing to participate in an experimental CETA Manpower Project during the period December, 1974 through June 30, 1975. Other public school officials were not willing to participate in the program, even though adequate personnel and facilities were available.

In view of the fact that an untried delivery system utilizing public schools for CETA Programs was available, because of the willingness of nine (9) public school officials to participate in a research demonstration experiment, and because of the need for an adequate delivery system for comprehensive manpower training in rural balance of state, it was determined by these investigators to study the following problems: (1) to determine the best delivery system for local rural disadvantaged recipients; (2) to investigate the public schools to determine whether or not they have adequate facilities for the delivery of Manpower skill training; (3) to identify those factors which have prevented the establishment of meaningful working relationships between the providers of manpower training and local school district vocational personnel.

This research is significant to local, state and national levels of government, in that an attempt will be made to provide a model for coordinating manpower training with

vocational programs in a rural setting. This concept is of particular importance at the state and national level, since many training efforts are presently being duplicated at local levels.

One of the first tasks of the investigators was to determine the extent of knowledge about CETA programs by public school officials in the target counties. A survey of local elected officials and school districts revealed that these persons were basically unaware of CETA regulations and funds available to them for program implementation. The majority of the rural county administrators were not aware that local institutions could be used in the delivery of CETA services.

In order to combat this situation, Prairie View A&M University instituted an experimental CETA Project in public schools throughout a seven (7) county target area. The purpose of this project was to determine the ability of rural public schools to deliver needed training for local disadvantaged persons so that comprehensive training could be offered to the immediate community, based upon plans developed at the local level. This would demonstrate that the proposed model would be both viable and practicable.

Related Literature

Research findings tend to indicate that throughout the history of the United States, vocational training has undergone many changes in emphasis. During the last decade, although emphasis has increased for vocational training many folds, persons living in rural counties have not had access to vocational programs.

Silvius and Curry (1971, pp. 3-4) states that while eight out of ten student candidates for jobs need less than a college degree for initial employment, only one of these eight has been receiving any occupational education. They believe that until this matter is corrected, the public schools are indeed educating for unemployment. This lack of occupational education becomes critical, when consideration is given to the fact that the Department of Health, Education and Welfare indicates that unlimited jobs are available and will increase for persons who are highly qualified, competent and skilled.

Taylor and Miller (1971 p. 351) states that with a dynamic labor market created by scientific and technological developments, the public education system should provide opportunities each year for approximately 10 percent of the labor force to be cycled through some form of retraining to

acquire new marketable skills. This system would upgrade skills and provide both the information to increase the job performance of those already employed and train others for new careers. From this concept, one might safely predict that vocational training in some form will occupy a larger place in the American education system in the future than it has in the past.

Technological advances are increasing the pressures to develop occupational education programs which will prepare men and women for initial entry employment. All levels of education must be concerned with the world of work for in-school and out-of-school youths and adults and have the support of business, industry and the employment services if it is to meet the needs of employers and employees alike.

When one considers the difficulties that vocational educators have faced in their attempt to reach the in-school target population, it becomes evident that the local Manpower administrators will face massive problems as they attempt to serve the out-of-school disadvantaged adult.

Under the new CETA Legislation, the administration of manpower programs has been decentralized, thereby, allowing local governments to tailor manpower activities to area labor market conditions and to the needs of an area's target population. The principal philosophy of the act is to allow for the development of a comprehensive delivery system at the local level. It is believed that these new delivery models will bring existing manpower programs and delivery systems under local direction and control by combining most programs operating in an area into a single grant under the sponsorship of the mayor, county executive, or other elected officials.

The concept of operating CETA programs in large cities seems feasible, however, the availability of the necessary expertise, personnel, equipment, facilities or willingness to cooperate in rural balance of state counties must be questioned. The legislation calls for providing comprehensive manpower services to the disadvantaged population. This concept requires the identification and coordination of the use of all possible delivery agencies within the area. Based on a survey of public school districts in the seven county balance of state target area, it has been found that virtually no coordination has been affected between local CETA administrators and local school officials.

The Role of Prairie View A&M University

Prairie View A&M University, Community Affairs Center, has conducted manpower training programs for a thirteen (13) rural county area since its initial funding for an experimental (E&D) program in 1967. Based on the success of the E&D Project, the University has continued to receive federal funding under MDTA and CETA to conduct training for the disadvantaged rural population.

The Center was funded in 1974 to conduct an experimental vocational training program in a cluster of rural counties within a balance of state manpower service area. Counties served by this project included Austin, Colorado, Fort Bend, Grimes, Montgomery, Waller and Washington.

The State Consertive Services for Training and Education (CSTE) was established by the Texas Education Agency as the advisory committee for the training project. In addition to members of the State CSTE Committee, the project established a local advisory committee which included members from the following: (1) vocational directors and counselors from local school districts where programs were conducted, (2) local elected officials from counties served, (3) local business leaders from the target area, (4) lay citizens, (5) area technical assistance advisors, and (6) members of regional CETA Council of Governments. This variety of local and state representation was uniquely qualified to make recommendations for the improvement of the training plan, as it affected the rural target counties.

The training was in accordance with Title I of the Comprehensive Employment and Training Act of 1973, and guidelines which were established by the Texas Department of Community Affairs and the Division of Adult and Continuing Education and Special Projects branch of the Texas Education Agency. This Comprehensive Rural Manpower Program was implemented through the establishment of vocational training in public schools throughout the seven county area.

The Community Affairs Center planned and coordinated the implementation of the special Vocational and Comprehensive Rural Manpower Program for the selected balance of state target areas, for a period of seven months. This broad and innovative program was carried out in public schools and at Prairie View Community Affairs Center. The schools selected had adequate vocational equipment and facilities. Additionally, on-the-site training stations were an integral part of the overall program. It was anticipated that this program would provide low-income rural residents with the requisite qualifications that would lead to meaningful employment upon

completion of training.

The program consisted of, but was not limited to, the following areas: (1) recruitment and selection, (2) counseling and evaluation, (3) referrals to training, (4) testing, (5) occupational orientation, (6) basic and related training, (7) evening adult vocational training, (8) special programs for juvenile offenders, (9) day care and pre-school reading services, (10) placement and follow-up, and (11) other support services as needed. These services were provided to economically disadvantaged, unemployed, and underemployed persons who were handicapped by a lack of formal education; experiencing difficulties with the English language; who lacked saleable skills, and were unable, without training and/or other prevocational services, to locate and retain jobs paying a liveable wage. The broad objective of this comprehensive training program was to provide persons who were selected for training with the necessary qualifications required to perform job tasks in their chosen occupations, and prior to completion of the training program, place them on job try-outs that would lead to suitable and productive employment upon completion of training.

(b) Goals and Objectives

General Objectives

1. To effect an awareness of existing facilities, equipment, and on-going vocational training for the disadvantaged to national, regional, state and local administrators, planners and operators of CETA programs.

2. To establish procedures for the administrative coordination of vocational and CETA programs at all levels in balance of state counties.

Specific Objectives

The specific objectives of this demonstration project were:

1. To analyze the experimental CETA program and identify problems encountered by the public schools while offering training to out-of-school disadvantaged persons.

   a. What was the public's reaction to these programs?

   b. Can CETA out-of-school adult classes be offered during the regular work day?

   c. What were the administrative and supervisory problems?

d. Were there program coordination problems?

e. What were the problems created by the CETA students?

f. What were the techniques used to overcome existing problems?

g. What aspects of the program were deemed to be successful?

2. To identify those public schools in the seven county area with adequate vocational facilities, but refused to participate in the experimental CETA program.

   a. Attempt to determine the reason for not participating in the project.

   b. Articulate the results of the experimental program to the non-participating schools.

   c. Determine the interest of the schools in future CETA type programs.

3. To analyze problems encountered in offering CETA training in public schools into meaningful information, and provide the results to local, state, regional and national administrators, elected officials and other interested agencies.

4. To determine the ability of regional planners to provide comprehensive manpower training to the rural target population, without the use of existing public school facilities.

5. To improve coordination between local vocational and CETA administrators and supervisors, with a subsequent reduction of duplication of effort.

6. To develop a comprehensive directory on vocational and CETA coordination procedures, which can be used by local leaders in the implementation of programs for the disadvantaged.

(c) Procedures

Population and Data Collection

This investigation involved the collection of data on CETA and vocational programs from two groups: (1) public schools which participated in the Experimental CETA Program sponsored by Prairie View A&M University, and (2) a group of experts comprised of sponsors, administrators, planners, field workers, and project directors of CETA and vocational programs at the local, state, and federal levels. These two groups were selected in order to obtain pertinent information

about the strengths as well as weaknesses of CETA/Vocational Programs at the site of implementation, and to seek practical solutions to those problems identified by the two groups.

(1) Public School Group

In order to obtain information about program implementation, the initial target group was selected from nine public schools in a seven county area who agreed to participate in the Experimental CETA Program. This seven county cluster area was part of a Rural Impact Program jointly sponsored by the Texas Education Agency and the Texas Department of Community Affairs, in rural balance-of-state areas for disadvantaged adults.

The total Rural Impact Program of the state consisted of 27 public school program sponsorships, with 19 being high schools and 8 colleges and universities. The number of high schools located in the Prairie View target area who had adequate vocational training facilities, was not sufficiently large enough to provide reliable data which could be generalized back to the entire population of schools operating CETA/Vocational training programs in the state of Texas. Therefore, it was necessary to include all of the high schools which participated in the local sponsorship of the Rural Impact Program. These institutions also sponsored training programs in adjacent rural counties. The total number of counties served was 42, as shown in Appendices B and C.

The questionnaire shown at Appendix D, was developed by using background information from a written evaluation of the Rural Impact Program, the project advisory council, and those areas identified in related literature as being significant factors in the implementation of CETA Title I Programs. The data were collected by mail and through personal contact at workshops held by the Texas Education Agency.

The "coefficient of concordance" measure proposed by Kendall and Smith $W = 12S/M^2(N^3-N)$ was used to determine which aspects of the programs were considered the most successful.

A "t" test was used to compare the difficulties experienced with both CETA and vocational programs in order to determine if one program experienced more difficulty than the other.

(2) Group of Experts

The technique used to obtain expert opinion from a group of administrators about the problems which limit or prohibit the effective coordination and implementation of CETA and

vocational programs, was a modification of the Delphi Method. The objective was to obtain a reliable consensus of opinion from a group of experts about which procedures could be used to improve the relationship between the two programs.

Using the personnel directories of various state agencies, a master list of 120 names was compiled. A concerted effort was made to obtain only the names of persons with training or experience in either the administration or implementation of CETA and/or vocational programs. Letters explaining the nature of the study were written to staff members of various agencies which provide vocational training and support services to disadvantaged persons at the local, state and federal levels. Letters asking persons to participate in the study contained information on what they were expected to contribute and approximately how much time would be required to complete the questionnaires.

The Delphi Panel consisted of the 73 persons who agreed to participate in the study from the following local, state, and federal agencies.

1. Texas Education Agency (13), five of these were area consultants
2. Texas Department of Community Affairs (3)
3. Texas Industrial Commission (4)
4. Texas Employment Commission (5)
5. Texas Advisory Council for Vocational Education (2)
6. Regional Departments of Health, Education and Welfare and Labor (7)
7. Hidalgo-Willacy Consortium (5)
8. Brazos Valley Development Council (2)
9. Houston-Galveston Area Council (6)
10. Texas Department of Public Welfare (2)
11. Texas Rehabilitation Commission (3)
12. Program Administrators from Community Colleges, Technical Institutes, public and private schools (21)

After the panel had been selected, a preliminary questionnaire was circulated in which the panelists were asked to briefly describe problems they had observed while attempting to administer CETA and vocational programs, and to list their recommendations for solving them. The initial response consisted of a large volume of problem statements and informal comments. In order to eliminate duplication and in the interest of brevity and emphasis, similar problems and

recommendations were combined. The final questionnaire, as shown in Appendix E, consisted of 117 items, which were developed from respondents initial problem statements and comments. Additionally, the questions were grouped into five categories: (1) administration, (2) coordination, (3) funding, (4) planning, and (5) implementation.

In order to obtain a group consensus, and at the same time reduce the need to travel and eliminate face-to-face confrontation, the data were collected through a series of mailings. The package, which contained the questionnaire, background information, informal comments, and a self addressed stamped envelope was supplied to each panelist, who in turn, responded and returned the questionnaires by mail. After each round, follow-up activities were conducted by mail and telephone.

An "F" test ($F = S_1/S_2$) was used to measure the convergence of opinion between first and second round responses.

(d) Results: Accomplishments

Data were collected to answer each of the objectives that were established for the study.

Objective Number One

The first objective was to analyze the experimental CETA Program and identify problems encountered by public schools while training out-of-school disadvantaged adults.

An analysis of the Rural Impact Summary, which was developed by the Texas Education Agency, revealed the following techniques of program operation:

(1) Identification of the Disadvantaged

Disadvantaged persons were identified in accordance with the Texas State Plan for vocational education under the Vocational Education Act of 1963 and its amendments, and Title I of the Comprehensive Employment and Training Act of 1973. The definition of the disadvantaged also conformed with the program guidelines as set forth by the Special Projects Division of the Texas Education Agency, dated November, 1973. Persons recruited for training were carefully screened to insure that those individuals admitted to the program would have difficulty in a regular vocational training program.

(2) Instructional Activities

The training program was designed to emphasize the skill development of each enrollee at their own speed and

ability. All curricula were "clustered", thus allowing participants to enter and leave the program at any time according to their individual needs.

(3) Related Training

Each instructor integrated basic and remedial education simultaneously with their skill training. This integrated program in remedial education consisted of communication skills, attitude development, oral and written expression, reading, and numerical manipulation.

(4) Skill Training

Programs of institutional skills training provided a variety of occupational courses that were oriented toward rural disadvantaged persons. A needs assessment survey was conducted for each target area prior to recruitment and intake. Classes met two nights per week, however, instructors had the authority to modify instructional plans and meeting periods in order to meet the needs of class participants. Based on performance objectives, all participants were allowed to progress at their individual rate and speed.

(5) Courses Offered

There were approximately 2,350 disadvantaged adults served, from an estimated population of 200,000 persons eligible for the training. Courses were offered in the following disciplines:

1. Typing
2. Auto Mechanics
3. Welding
4. Auto Body Repair
5. Vocational Nursing
6. Basic Mathematics
7. Bookkeeping
8. Business
9. Radio Repair
10. Commercial Sewing
11. Nurse's Aide
12. Clerical
13. Machinist
14. Drafting

Based upon the number of persons applying for admission to the program and the number of students enrolled in each class, it was determined that the most popular courses were business related, auto repair, and welding.

(6) Cost per Student

The total amount of funds allotted for the program was $390,974.33. As shown in Figure I, the amount actually expended was $352,000. Initially, 2,350 persons were enrolled and 250 did not complete the training. With an expenditure

of $352,000 for the 2,100 persons completing the training, the cost per graduate was $167.60.

Total Amount Allocated	Total Amount Spent	Total Enrolled	Total Drop-outs	Total Completing Training	Cost Per Student Trained
$390,974.33	$352,000	2,350	250	2,100	$167.60

Figure 1: Cost Per Student Trained

An analysis of the questions raised under objective number one are as follows:

(a) What was the public's reaction to the Program?

Responses from the 19 participating school districts, rated the public's reaction to these programs as favorable or very favorable, as shown in Table I. One respondent rated the reaction of teachers and administrators as unfavorable.

TABLE I

Public's Reaction to Adult Training Programs
In Local Public Schools

	CETA				VOCATIONAL			
	Very Favorable	Favorable	Unfavorable	Very Unfavorable	Very Favorable	Favorable	Unfavorable	Very Unfavorable
Students	7	8	0	0	10	4	0	0
Teachers	9	5	1	0	11	2	1	0
Parents	8	5	0	0	10	3	0	0
Administrators	12	2	1	0	11	2	1	0

(b) Can CETA out-of-school adult classes be offered in public schools during the regular work day?

Table II points out that 52.6 percent of the respondents said that adult classes could be offered during the regular work day; 31.6 percent said they could not, and 15.7 percent were unsure.

TABLE II

Can Adult Classes be Taught
During the Regular Work Day

Response	Number	Percent
Yes	10	52.6
No	6	31.6
Unsure	3	15.7

Table III reveals that the reasons given most frequently by respondents for not offering these classes during the regular school day were inadequate facilities, inadequate teaching staff, and the incompatibility of regular students and adults. Other problems noted were undesirable influence of adults on regular students, inadequate funds, inadequate administrative personnel, disciplinary problems would be created by adults, and that such classes are prohibited by local, state, and federal regulations.

TABLE III

Reasons for not Offering Adult Classes
During the Regular Work Day

Reason	Number	Percent
Inadequate facilities	5	26
Inadequate teaching staff	4	21
Incompatibility of regular students and adults	3	15
Undesirable influence of adults on regular students	2	11
Inadequate funds	2	11
Inadequate administrative personnel	2	11
Disciplinary problems created by adult students	1	5
Prohibited by local, state, and federal regulations	1	5

(c) What were the administrative and supervisory problems?

The results, which are summarized in Table IV, show that the majority of the respondents experienced difficulty in the areas of funding and student management.

The initial problems encountered by program providers consisted of delayed contract approval by 32 percent; a reduction in the amount of funds requested by 26 percent and lack of advanced funding by 21 percent.

After contract approval, 32 percent experienced difficulty with student recruitment; 21 percent believed that their facilities were inadequate; and 16 percent experienced a lack of qualified instructors.

Approximately 50 percent of the local program operators experienced problems in the area of student management. It is shown in Table IV that 53 percent had high rates of absenteeism, and 47 percent had low achievers. Other difficulties reported by public school personnel were high drop-out rates, disciplinary problems, and the use of drugs and alcohol. It should be noted that 21 percent indicated they experienced no difficulty at all. It was recommended that the best way to eliminate or reduce student problems, was to carefully screen all applicants in order to determine whether or not they are willing and capable of doing the required tasks. Additionally, it was suggested that those persons found to be incapable of performing required tasks be dropped from the program when they present disciplinary problems.

It is also shown in Table IV, that only 11 percent experienced damage to facilities, while 21 percent believed that their facilities were inadequate and 16 percent had difficulty finding qualified instructors.

TABLE IV

Administrative Difficulties Experienced
by School Personnel

	Problem Areas	N=19 Number	Percent
Funding	Delayed contract approval	6	32
	Reduction in the amount of funds requested	5	26
	Lack of advanced funding	4	21
Administration	Damage to facilities	4	21
	Lack of adequate facilities	4	21
	Lack of qualified instructors	3	16
Students	High rate of absenteeism	10	53
	Low academic achievement	9	47
	High drop-out rate	6	32
	None by students	4	21
	Disciplinary problems	2	11
	Student recruitment	6	32
	Other (drugs and alcohol)	1	5

(d) What were the Program coordination problems?

Program coordination was handled mainly by the Texas Education Agency and the Texas Department of Community Affairs, therefore, the coordination difficulties experienced by the Rural Impact providers were minimal. The major problems encountered were: (1) the requirement for submitting similar but different reports to each agency, (2) maintaining different student information for each agency, (3) difficulty in receiving reimbursement for funds expended, and (4) having to satisfy auditors on the basis of both CETA and vocational regulations.

(e) What were the major problems created by CETA students?

As was shown in Table IV, the major student problems consisted of low academic achievement, high rate of absenteeism, and high drop-out rates.

(f) What were the techniques used to overcome existing problems?

Even though it was reported that the problems encountered were minimal, the following techniques were suggested to eliminate those that did exist: (1) employment of a competent staff and faculty; (2) delay or refuse to implement a program when early notification of funding is not given; (3) eliminate politics from program planning and implementation; (4) establish in writing, which agency the project is responsible to when receiving joint funding; and (5) determine which agency is responsible for reimbursing project expenditures.

(g) Which aspects of the program were deemed successful?

In order to determine which aspects of the programs were deemed most successful, school respondents were asked to rank the various functions of their programs on a scale of 1 to 9, with the numeral "1" representing the most successful, and "9" the least successful.

Table V reveals that there was no true concordance of opinion among program participants, as to which aspects of their program was the most successful. By using the "coefficient of concordance" measure by Kendall and Smith, $W = 12S/M^2(N^3-N)$, it is shown that the sum of ranks assigned to each category varied from 39 to 70.

The data reveals that the two most important aspects of the program were administration and instructional staff, with a ranking of 39 each. The remaining factors listed in a descending order of importance were achievement of students, counseling, funding, contract approval, training facility, recruitment, and placement.

TABLE V

Vocational Training Programs
Ranked by School Respondents

CATEGORY	SCHOOL PERSONNEL													
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	Sum of Ranks	X	X^2
Administration	3	1	3	3	1	4	5	4	5	6	4	39	-16	256
Instructional Staff	1	2	2	7	8	5	7	1	1	4	1	39	-16	256
Achievement of Students	7	6	1	6	9	2	1	5	3	5	3	48	- 7	49
Counseling	4	5	4	5	3	3	9	3	7	7	2	52	- 3	9
Funding	5	3	6	2	6	7	3	9	2	1	9	53	- 2	4
Contract Approval	6	7	7	1	5	6	4	8	8	3	8	63	8	64
Training Facility	2	8	9	4	4	9	8	2	4	8	7	65	10	100
Recruitment	8	9	5	9	2	8	2	6	9	2	6	66	11	121
Placement	9	4	8	8	7	1	6	7	6	9	5	70	15	225
Total												495		1084

Objective Number Two

The second objective was to identify those public schools in the seven county area with adequate vocational facilities, but refused to participate in the experimental program.

There were four school districts in the seven county area with adequate facilities, but did not participate in the program. These school districts were located in Grimes, Montgomery, Waller and Washington counties.

The school district in Grimes County was willing to participate, however, students could not be recruited for the program. The superintendent in Montgomery County stated that students were in need of GED training, prior to receiving skills training. One school official in Waller County stated that the funds available through the program for utilities were inadequate. The fourth school district in Washington County agreed to participate in the program, however, as a result of delayed contract approval, the school requested and received funds to implement a program for the disadvantaged adult.

A copy of the Rural Impact Summary has been distributed to each of the schools that did not participate in the initial program. These schools have been contacted relative to operating CETA programs in the near future. It has been found that the school districts in Grimes and Washington counties are currently operating programs funded by their local council of governments. The superintendent in Montgomery County has agreed to participate in a similar program with Prairie View during fiscal year 1977, however, the school district in Waller still believes that funds for utilities are inadequate.

Objective Number Three

Objective number three was to analyze problems encountered while offering CETA training in public schools into meaningful information.

Participating school administrators of the Rural Impact Program were asked to rate a series of 24 potential problems, (see Appendix D) on a scale of 1 to 4. They were asked to rate these problems in terms of the level of difficulty they encountered in the administration and supervision of both CETA and vocational programs. The responses were given on a Likert-type scale, with the numerals 1 - not affected; 2 - affected some; 3 - moderately affected; and 4 - very much affected.

From the 19 participating public schools, there were 13 responses to the problems as they related to CETA programs, and only 12 rated the questions in terms of their vocational program.

In order to analyze problems encountered while offering CETA training in the public school, it was hypothesized that there would be no difference in the level of difficulty presented between CETA and vocational programs. A "t" test was used to compare the difficulties encountered in their implementation of the two programs.

As can be shown in Table VI, a "t" value equal to or greater than 2.069 is required in order to show a significant difference in the problems encountered while administering either of the two programs. Since none of the "t" values fall within the rejection region, we can conclude that problems created by CETA programs are no different than those experienced in vocational programs.

TABLE VI

Extent Programs were Affected by Administrative and Supervisory Problems

STATEMENT	CETA			VOCATIONAL			S^2	T Score
	X	FX^2	$\bar{X}$	X	FX^2	$\bar{X}$		
Inadequate planning data	24	58	2.00	29	81	2.23	1.14	- .52
Inadequate planning time	23	53	1.92	29	70	2.23	.62	-1.00
Delayed contract approval	29	93	2.42	33	99	2.54	1.66	+ .21
Reduction in the amount of funds requested	24	62	2.00	28	76	2.15	1.29	- .33
Inadequate funds for recruitment and placement	20	48	1.67	32	106	2.46	1.82	-1.46
Lack of funds for administration	27	79	2.25	32	96	3.67	1.54	- .84
Lack of funds for custodial services	21	49	1.75	25	65	1.92	1.27	+ .37
Lack of funds for equipment	27	81	2.25	35	115	2.69	1.78	+ .81
Inadequate funds for supplies and materials	28	84	2.33	30	88	2.31	1.63	+ .04
Lack of funds for utilities	23	59	1.92	25	63	1.92	1.30	.46
Lack of advanced funding	26	78	2.17	33	105	2.54	1.78	- .69
Difficulty recruiting students	32	104	2.67	35	109	2.69	1.45	- .04
Lack of interest on the part of students	24	60	2.00	29	59	2.23	.27	-1.15
Disciplinary problems	21	47	1.75	22	48	1.69	.91	+ .15
Low academic achievement of students	28	80	2.33	22	48	1.69	1.27	+1.39
High drop-out rate of students	28	78	2.33	33	97	2.54	1.13	- .49
Difficult to place students in meaningful employment situations	22	52	1.83	28	70	2.33	.93	-1.28
Damage to facilities by students	21	47	1.75	25	63	1.92	1.14	- .39

Table VI Contd.

TABLE VI

Extent Programs were Affected by Administrative and Supervisory Problems

STATEMENT	CETA			VOCATIONAL			S^2	T Score
	X	FX^2	$\bar{X}$	X	FX^2	$\bar{X}$		
Lack of adequate training facilities	20	37	1.67	21	45	1.62	.64	+ .10
Lack of qualified instructors	14	18	1.17	16	22	1.23	.17	- .40
Lack of qualified administrative personnel	16	30	1.33	18	34	1.38	.77	- .14
Lack of sufficient time to do paper work	26	72	2.17	27	73	2.08	.05	+ .09
Uncooperative attitude of administrative personnel	21	41	1.75	23	57	1.77	.89	- .10
Uncooperative attitude of teachers	14	18	1.17	15	19	1.15	.15	+ .33

To be significant at the .05 level (23 d.f.) $t \geq \pm 2.069$ is required.

The Delphi Panel supplied additional information and comments which were very beneficial to this study. The "Preliminary Questionnaire" consisted of informal comments about problems observed by individuals and possible solutions. The "First Round Questionnaire" was developed from the comments and panelists were asked to indicate the level they agreed or disagreed with each of the comments on a Likert-type scale, and to comment on reasons for taking either of the extreme positions, "strongly agree" or "strongly disagree". These comments were then compiled and the percent of persons selecting each response was noted on the questionnaires and resubmitted to the group for the second round of responses to the same questions.

On the Second Round, panelists were asked if they would be willing to change their responses to agree with the opinion which had been selected by the majority of the group, and if they were unwilling to do so, to please indicate the reason.

After the second round, it was felt that sufficient progress had been made, and that a trend had been set or consensus was near for approximately 90 percent of the items. The remaining 10 percent where no consensus was reached and remained unpredictable, was due to three possible causes: (1) no one really knows the answer, (2) it did not apply to their particular situation, or (3) the question was unclear and needed revision.

Although some of the recommendations are presently provided by state and federal laws, they are made because individuals have indicated they had difficulties in those areas. These difficulties would suggest that there is a need for closer compliance with, or a revision of that law.

The data shown in Appendix F needs little interpretation, however, it does suggest the following:

1. There is a need for clearly defined planning dates, program requirements, and procedures for CETA and vocational programs.
2. Stronger guidance is needed from the national level for the coordination of CETA and vocational programs.
3. Sharing of resources is essential with less competition for recognition and clients.
4. Administrative and instructional personnel should meet certification requirements proposed by the State Board of Vocational Education.

5. There is a strong need for the reduction of paperwork and simplification of program administrative procedures under CETA.

6. Local operators need to know about the activities of all programs in their area so that coordination, cooperation and referrals can easily be accomplished.

7. A clearinghouse for the funding of all CETA, vocational and related program is desirable.

8. Additional funds for basic education and skills training are needed.

9. Program planning and the selection of training sites should focus on meeting trainee needs, as opposed to political influence.

10. There is a need for joint planning and funding by all state agencies, providing occupational programs for the disadvantaged.

11. The establishment of skills training projects should be based upon needs assessment surveys at the state, regional and local level.

12. Local providers should be held accountable for planning programs in accordance with area needs.

13. A guide containing clear concise standardized procedures should be given to program operators.

14. In counties where balance-of-state and prime sponsors operate programs, they should promote the combined delivery of services at the local level.

15. There is a need for cross training of personnel of various agencies serving common clients or having similar objectives.

16. Standardized procedures should be used to refer clients to appropriate programs.

17. Regular conference dates and times should be established for consultation between advisors and operators.

18. All local operators should be provided with approved contract as soon as possible, in order to allow for advance planning, selection of administrative and supervisory personnel, inservice training, trainee selection, screening, and referral.

Objective Number Four

To improve coordination between local vocational and CETA administrators, with a subsequent reduction in duplication of effort.

This objective was accomplished through a series of workshops that were conducted by agencies funding both CETA and vocational programs in the target area. The staff and faculty of the Community Affairs Center, played a leading role in planning and conducting state-wide vocational education workshops for the Texas Education Agency; regional CETA workshops for the Houston-Galveston Area Council of Governments; and workshops for regional ABE/GED cooperatives, which have been established across the state of Texas.

The Community Affairs Center, in conjunction with three community colleges, local public school districts, and other training and funding agencies for disadvantaged individuals, instituted the following coordination procedures:

1. Planned and implemented joint CETA and vocational workshops that allowed for the coordination of effort between the two programs.
2. Established geographical boundaries in the target area and assigned each provider a specific area to serve. This procedure eliminated the duplication of funding effort and competition for students from the given area.
3. Contacted high school vocational administrators within the target area, and coordinated the implementation of a comprehensive CETA/Vocational Program. This coordinated effort was made possible, as a result of joint CETA and vocational funding.
4. Worked with ABE/GED coordinating committee, to develop a coordinated plan for supplementing skills training programs in the target area. This plan allows for providing adult education to persons enrolled in skills training.
5. Worked with local council of government and the Texas Employment Commission, to establish manpower service centers in rural counties. These centers provide a central clearinghouse for trainee selection, referral to training, and placement and follow-up activities.
6. Worked with local elected officials to insure that lay citizens appointed to manpower planning councils are adequately briefed on area training objectives and needs. These persons serve a vital link in the coordination of programs at the local level.

7. Established a good working relationship with the school district that is responsible for providing adult and youth work experience to eligible participants in the target area.

8. Assisted the Texas Education Agency in the planning and implementation of a series of workshops across the state of Texas, that were designed to educate teachers, counselors, administrators, and fiscal personnel on the objectives of vocational education for the disadvantaged.

Objective Number Five

To determine the ability of regional planners to provide comprehensive manpower training to the target population, without the use of public school facilities.

The term local public schools in this study has been defined as any high school located in the target area.

The ability of regional CETA planners to provide comprehensive manpower training in the area is discussed in relation to the definition of a comprehensive program, as spelled out by the Comprehensive Employment and Training Act of 1973. Consideration has also been given to the definition that has been established by the Houston-Galveston Area Council (H-GAC) which is the regional agency responsible for the CETA training in the area under study.

The H-GAC has set forth a wide variety of training and service components, that are believed to constitute a comprehensive manpower training program. These training and service components consist of areas to be funded directly through the council and those that are to be coordinated and implemented through other funding sources. Programs that are to be funded directly through the council are as follows:

1. Classroom skills training
2. On-the-job training
3. Public service employment
4. Adult work experience
5. Youth work experience
6. Vocational training under Title I, Section 112 of the CETA Act.
7. ABE/GED on an as needed basis
8. Client services as follows:
   a. health care
   b. child care
   c. transportation
   d. recruitment, placement, and follow-up
   e. stipend payment
   f. testing and other outreach services

Programs that are to be funded and coordinated through other funding agencies include:

1. ABE/GED programs that are funded through the Texas Education Agency
2. Vocational rehabilitation
3. Evening adult vocational funds for the disadvantaged
4. Existing family planning programs
5. Available college and university research programs
6. Local regional welfare agencies
7. Local work incentive programs

When consideration is given to the definition of a comprehensive program under CETA, it can be concluded that the H-GAC program does meet the specified criteria. However, the ability of the local council to put such a program into operation without the use of local public schools must be examined.

Classroom skill training for the eleven county area is presently being conducted at: (1) three community colleges; (2) Prairie View A&M University; (3) an abandoned high school which has been converted to a community training center; and (4) a private college which contracts for training through the Employment Service. It is doubtful that these four locations are adequately meeting the needs of the total area. The distance to many of the training sites is extensive, subsequently, additional training stations would make the program available to the total population.

On-the-job training stations have been established in a variety of industries throughout the eleven county area. Since these stations do not require the use of school facilities, it becomes evident that the council can implement OJT programs without difficulty.

The Public Service Employment Program is being instituted through direct coordination with local city officials throughout the target area. This component of the program is designed to meet the needs of local, city governments, subsequently, there is no need for school facilities.

The Adult Work Experience (AWE) and Youth Work Experience (YWE) program for the eleven county area has been coordinated and implemented through the Palacios Independent School District for the past two years. The success of the program for the past two years has been rated as excellent. However, when consideration is given to the fact that the program could be implemented through a variety of agencies, it becomes evident that program success is not dependent on the use of the public school as the coordination agency. The overall success of the program has relied heavily upon the

bility of the administrator to work with a wide variety of city, county and educational institutions. Therefore, it can be concluded that the success of the program is based upon the ability of the administrator, as opposed to the type of agency.

Title I, Section 112 CETA vocational funds are administered through the State Board for Vocational Education. There is joint planning for the use of these funds, between the local council of government and a consultant for vocational education. The three community colleges within the eleven-county consortium have combined these funds with regular Title I funds, for the purpose of implementing a more comprehensive program. However, Section 112 funds could be used to strengthen local public school vocational programs.

There are several areas in which the public school could provide a vital service to the total program. This is particularly true in the area of ABE/GED, since these programs are presently being offered in the vast majority of the public schools across the state. Since local school districts are in direct contact with a wide variety of disadvantaged individuals, assistance in the area of recruitment, training, placement and follow-up appears to be most feasible. The transportation problems could also be eliminated through the use of public school vocational facilities within local communities.

In an attempt to answer the question of the ability of public schools to serve as a link in the total program, attention must be given to funding problems encountered. The vast majority of programs for the disadvantaged adult are funded on a cost-reimbursement basis. It has been determined that local high schools have a very difficult time operating programs under these conditions. Funds must be borrowed and interest paid during the contract year. This concept would appear to render the public school incapable of full participation in such programs.

Based on the information presented, it would appear that the local council of governments can conduct a comprehensive manpower program without the use of public school districts. However, it becomes evident that such a program can be greatly improved if adequate provisions are made to allow their participation.

Objective Number Six

The sixth objective was to develop a comprehensive directory of coordination procedures for the implementation of CETA and vocational programs.

A directory for coordinating CETA and vocational programs has been developed, and is shown at Appendix G. This directory is designed to provide resource information for planners and providers of programs for the disadvantaged.

Extensive information is presented about the types of programs that are available for the disadvantaged, and procedures that can be employed to insure that these services are available to a given area. Program planners and providers should be able to use this directory for the purpose of coordinating and conducting a comprehensive program within a given location.

Findings: Based on the analysis of data collected about CETA and vocational programs, the following results were obtained:

1. The general public is in favor of offering adult vocational training in the public school after regular school hours; however, there is opposition to such classes while school is in session.

2. The administrative and supervisory problems created by the experimental CETA project were minimal, however, some difficulty was encountered in: (a delayed contract approval from the two state agencies which jointly funded the project; (b) delayed reimbursement of funds expended; (c) inadequate time for the recruitment of required staff and students; and (d) insufficient time for placement or follow-up on students.

3. The vocational facilities of local high schools that participated in the Rural Impact Program were found to be adequately equipped to meet the training needs of the adult population.

4. From a total of twelve (12) school districts in the seven (7) county area, having adequate vocational facilities, only two schools refused to participate in the Rural Impact Program. One school superintendent stated that the trainees should receive ABE/GED instruction prior to skill training, and the other indicated that funds available for utilities were inadequate. The superintendent stating that adult basic education should be taught prior to skills training, is currently offering evening adult vocational programs in the school system.

5. There is no apparent difference between problems created by offering CETA programs in public schools, than there are for vocational programs.

6. A comprehensive manpower training program for disadvantaged adults can be conducted in rural areas without the use of local public schools, provided adequate community colleges and universities are available. In those areas where these institutions are not available, it is doubtful that such a program can be instituted.

7. The duplication of effort in a given area is a direct result of unrelated and uncoordinated funding agencies serving a given locality.

8. Program duplication can be eliminated through proper coordination at local, state and national levels.

9. To achieve adequate inter-agency coordination of programs for the disadvantaged, legislation or guidance from the national level will be required.

10. There is extensive opposition to the concept of establishing a central agency for the purpose of coordinating the activities of all funding agencies for disadvantaged adult programs.

Conclusions and Recommendations

Conclusions

The administrators and planners for CETA and vocational programs across the state have indicated a sincere desire to improve the quality of services they provide to program participants. They are also concerned about the quality of the product produced as a result of the training, and the long range benefits of such programs to society.

Whereas the sample of school personnel used in this study was relatively small, it represents a wide cross section of people from across the state of Texas. School personnel used in the study included administrators and teachers with many years of experience in dealing with skill training in both large and small rural school districts.

The panel of experts served as a valuable resource which provided a wide range of common and opposing viewpoints about solutions proposed for existing and future problems.

Based on the analysis of data presented in this study, the following conclusions have been reached:

1. The Rural Impact Program that was conducted throughout the state of Texas, demonstrated that CETA and vocational funds can be combined for the purpose of implementing a broad comprehensive program for the disadvantaged.

2. Adult classes can be taught in public schools during regular school hours, however, an extensive educational program for the general public will be required.

3. The vocational facilities in the majority of the public schools in rural areas used in this study, are adequate for adult vocational training.

4. Problems created by the jointly funded project resulted from guidelines established by state and federal laws for each program.

5. The administrative and supervisory problems of the Rural Impact Program providers were minimized as a result of careful planning and coordination between the Department of Community Affairs and the Texas Education Agency.

6. There is no apparent difference in the administrative problems encountered while implementing CETA or vocational programs in the public school.

7. Although only one school district refused to participate in the Rural Impact Program because of inadequate funds for custodial and utilities, the vast majority of the participating schools expressed a need for additional funds in these areas.

8. Additional guidance is needed at the national level for the implementation of a coordinated program between CETA and vocational education.

9. A more comprehensive program for the disadvantaged can be offered, if joint planning and funding is accomplished between all agencies providing training and services to disadvantaged populations.

10. A comprehensive manpower training program can be implemented in rural areas without the use of local high schools, provided adequate college and universities are available, and are willing to participate in such programs.

11. Common boundaries for CETA and adult education programs would greatly improve coordination and program implementation in a given area.

12. Better coordination between funding agencies will reduce administrative costs and eliminate the duplication of training effort within a given area.

13. Delayed contract approval and the uncertainty of continued program funding from one year to the next, creates extensive difficulty in planning and implementation of disadvantaged training.

14. The existing fiscal year funding pattern for adult programs does not allow for adequate placement and follow-up activities.

15. The existence of several funding sources within a given area, encourages local program providers to seek funds from more than one agency for a given training program. This process leads to a duplication in the total training effort.

16. Federal and/or state legislation will be required, in order to bring about a coordinated program between CETA, vocational and other services for the disadvantaged.

Recommendations

In view of the findings of this study, the following recommendations are made:

1. That state and federal laws be revised to allow for a coordinated effort between CETA and vocational education.

2. That the Manpower planning section of the Texas Department of Community Affairs and the vocational branch of the Texas Education Agency be combined for the purpose of coordinating CETA and vocational training.

3. The funding cycles of all vocational programs should parallel as near as possible, thus allowing for better program coordination.

4. Extensive literature should be developed to assist local school administrators in the development of programs for the adult during regular school hours.

5. State education agencies should be required to develop and implement plans for the coordination of all programs for the disadvantaged adult.

6. Common geographical boundaries for all agencies responsible for delivering a service to the disadvantaged should be established.

7. The state employment service should be held responsible for conducting follow-up activities on each person trained through adult education.

8. Advanced funding for all adult programs at the national level should be made available, in order to insure program continuity at the local level.

9. That the national leadership for vocational education take the lead in bringing about the necessary change or legislation, that will actively involve vocational personnel in the implementation and coordination of CETA programs into the mainstream of education.

10. That additional research be conducted to find techniques for bringing about a cooperative effort between vocational and CETA administrators, in the conduct of programs for persons with special needs.

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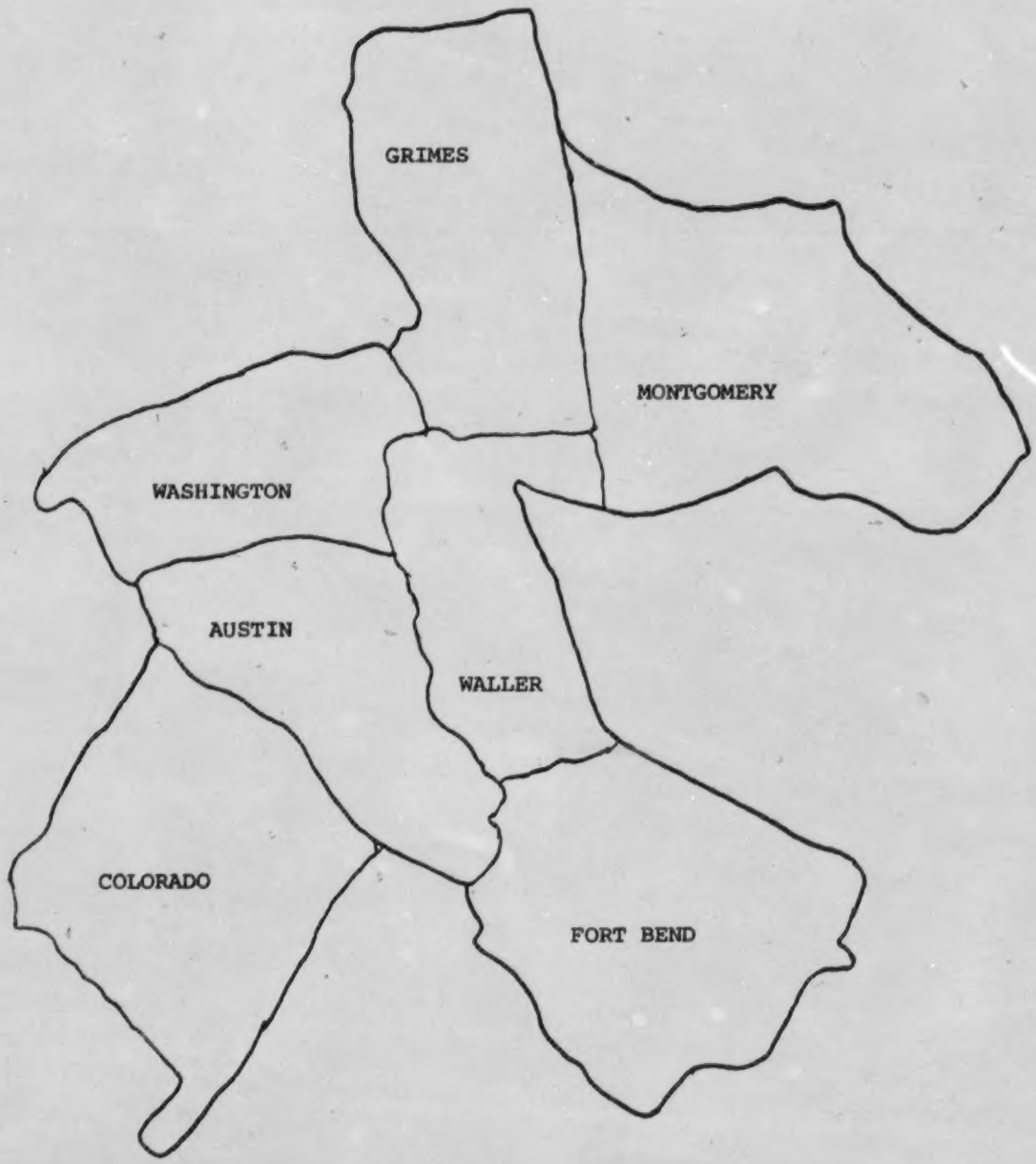
APPENDIX A

SEVEN COUNTY AREA



Appendix B

Participating Institutions

1. Angelina College
2. Austin Community College
3. Lamar University
4. Navarro Junior College
5. Prairie View A&M University
6. Texas State Technical Institute
7. Western Texas College
8. Wharton Junior College

Participating School Districts

1. Burkeville ISD
2. Center ISD
3. Deweyville ISD
4. Elkhart ISD
5. Evadale ISD
6. Fort Worth Skill Center
7. Jasper ISD
8. Jefferson ISD
9. Kirbyville ISD
10. Mount Pleasant ISD
11. Newton ISD
12. Palestine ISD
13. Round Rock ISD
14. Rusk ISD
15. San Augustine ISD
16. Tenaka ISD
17. Trent ISD
18. Warren ISD
19. Waxahachie ISD

APPENDIX C

Deep East Texas Counties

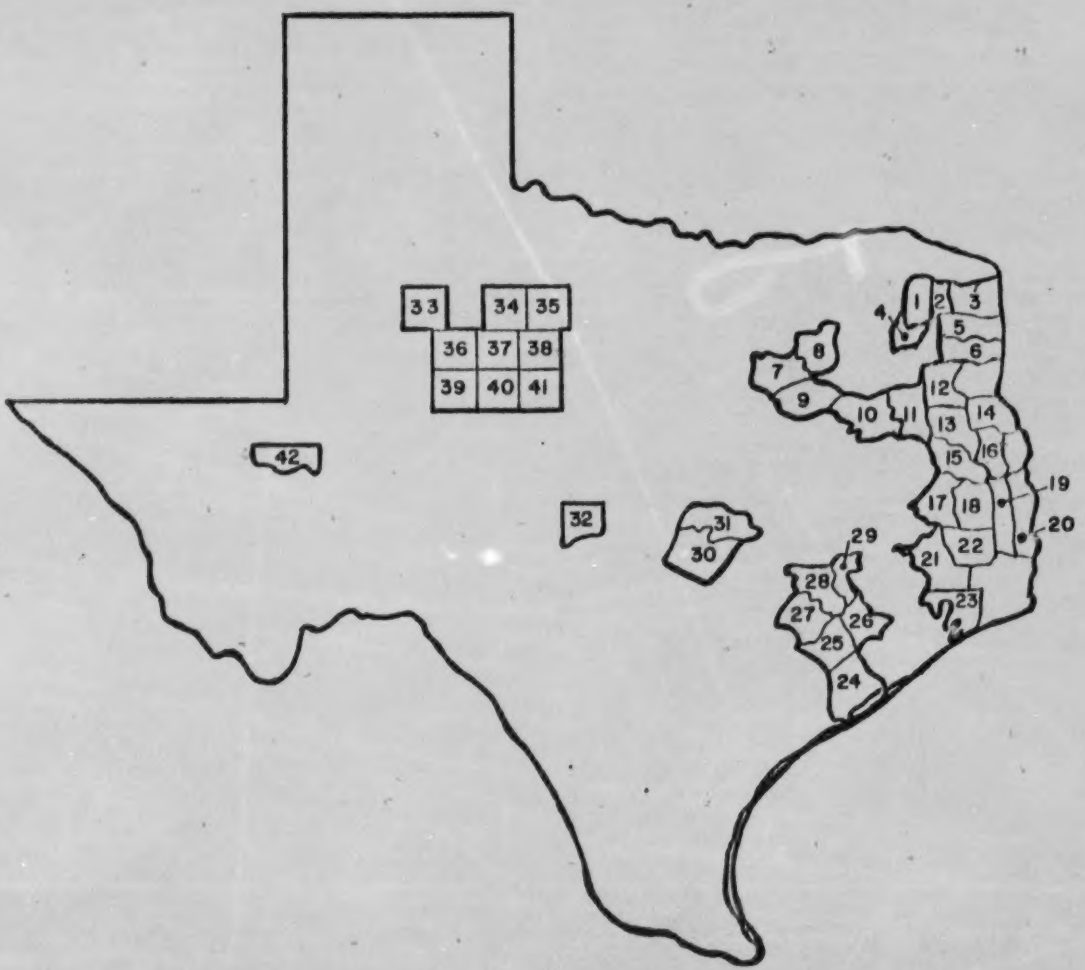
1. Titus
2. Morris
3. Cass
4. Camp
5. Marion
6. Harrison
7. Kaufman
8. Ellis
9. Navarro
10. Anderson
11. Cherokee
12. Rusk
13. Nacogdoches
14. Shelby
15. Angelina
16. San Augustine
17. Polk
18. Tyler
19. Jasper
20. Newton
21. Liberty
22. Hardin
23. Chambers

Gulf Coast Counties

24. Matagorda
25. Wharton
26. Fort Bend
27. Colorado
28. Austin
29. Waller
30. Travis
31. Williamson

Central West Texas Counties

32. Mason
33. Garza
34. Stonewall
35. Haskell
36. Scurry
37. Fisher
38. Jones
39. Mitchell
40. Nolan
41. Taylor
42. Ward



APPENDIX D

SCHOOL QUESTIONNAIRE FOR THE PROPOSAL TO DEVELOP A SYSTEM FOR INTERFACING THE ADMINISTRATION AND IMPLEMENTATION OF CETA AND VOCATIONAL PROGRAMS AT THE LOCAL LEVEL

The purpose of this study is to look into programs provided by the Vocational Education Act of 1963 and its amendments, and the Comprehensive Employment and Training Act of 1973 (CETA), in order to identify the strengths as well as weaknesses of these programs. The project staff will be interviewing elected officials, public school and state agency personnel in order to find solutions to problems of program administration, coordination, and implementation. Hopefully, this research effort will bring about a better understanding of the concerns of all who operate and benefit from CETA and vocational programs.

This study is being conducted in the rural areas of Colorado, Austin, Montgomery, Waller, Washington, Fort Bend, and Grimes counties. The scheduled completion date is June, 1976. If you desire, a copy of the summary report will be mailed to you at that time.

Your cooperation and interest in answering these questions are highly appreciated. Your responses will be held strictly confidential.

FOR OFFICE USE ONLY:

( ) S.A.

( ) Interviewer _____

No. _____

1. Name of city _____
2. Name of Organization or School District _____
3. Name of School _____
4. Date of Interview _____
5. What is your position or title?
   ( ) Local elected official
   ( ) Administrator
   ( ) Principal
   ( ) Vocational coordinator
   ( ) Vocational counselor
   ( ) Academic teacher
   ( ) Vocational teacher
   ( ) Program director
   ( ) Other (Please specify) _____

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK IN THE SPACES PROVIDED. PLEASE DO NOT SKIP ANY QUESTIONS. IF A QUESTION DOES NOT APPLY TO YOUR PARTICULAR SITUATION, WRITE "NA" BESIDE IT.

IMPLEMENTATION

6. Does your institution operate programs through any of the following funding sources?

Vocational Education	CETA
a. __Evening Adult	g. __Title I
b. __ABE/GED	h. __Section 112
c. __WIN	i. __ABE/GED
d. __Vocational Rehabilitation	j. __Title III
e. __Vocational Education for Disadvantaged Youth	k. __Other (Please list) _____
f. __Rural Impact Program for Disadvantaged Adults	

7. In which type of facility is your program operated?
   a. __Vocational
   b. __Industrial Arts
   c. __Both of the Above
   d. __Other (Please list) _____

8. What was the public's reaction to these CETA and/or Vocational programs? (Please circle the response which corresponds most closely to your opinion: VF=Very Favorable; F=Favorable; U=Unfavorable; VU=Very Unfavorable.

	CETA PROGRAMS				VOCATIONAL PROGRAMS			
	VF (1)	F (2)	U (3)	VU (4)	VF (1)	F (2)	U (3)	VU (4)
a. Students	1	2	3	4	1	2	3	4
b. Teachers	1	2	3	4	1	2	3	4
c. Parents	1	2	3	4	1	2	3	4
d. Administrators	1	2	3	4	1	2	3	4
e. Other _____ (Please list)	1	2	3	4	1	2	3	4

9. Did you encounter problems getting your program started after you received funding approval?

__Yes __No

If yes, which of the following problems did you encounter?

a. __Student recruitment

b. __Lack of adequate facilities

c. __Lack of qualified instructors

d. __Other (Please explain) _____

10. PLEASE RANK THE VARIOUS ASPECTS OF YOUR PROGRAM FROM THE MOST SUCCESSFUL TO THE LEAST SUCCESSFUL BY PLACING THE APPROPRIATE NUMERAL IN THE "RANK ORDER" COLUMN BELOW. (1-Most successful; 2-next, etc.)

CATEGORY	RANK ORDER	COMMENTS
Contract Approval		
Funding		
Administration		
Recruitment		
Placement		
Instructional Staff		
Achievement of Students		
Training Facility		
Counseling		

11. What were the major problems created by the adult vocational students?

a. __Disciplinary problems

b. __Low academic achievement

c. __High drop-out rate

d. __High rate of absenteeism

e. __Damage to facilities

f. __None

g. __Other (Please list) _____

12. What are your suggestions for eliminating future implementation problems? _____

_____

FUNDING

13. Did you encounter problems with the initial funding of your program? __Yes __No If yes, please indicate which ones.

a. __Delayed contract approval

b. __A reduction in the amount of funds requested

c. __A lack of advanced funding

d. __Other (Please list) _____

14. Was the funding level adequate in the following areas?

a. Administration __Yes __No

b. Skill training __Yes __No

c. Recruitment and and Placement __Yes __No

d. Supplies and Materials __Yes __No

e. Utilities __Yes __No

f. Equipment __Yes __No

g. Other (Please list) _____

15. What are your suggestions for eliminating future funding problems? _____

_____

PROGRAM COORDINATION

16. Did you contact other institutions about your sponsorship of vocational training programs in their facility? __Yes __No

17. Were you granted permission by the institution you contacted to sponsor CETA or Vocational training programs in their facility?

__Yes __No If "No", what was the reason given for refusing.

_____

18. Were you contacted by other institutions seeking your permission to sponsor CETA or vocational training programs in your facility?

__Yes __No

19. Did you permit any institution to sponsor CETA or vocational programs in your facility? __Yes __No If "No", what reason did you give for refusing? _____

_____

20. Are you interested in offering vocational training courses in the future? __Yes __No If "Yes", please indicate which program(s).

CETA

a. __Title I

b. __Section 112

c. __ABE/GED

d. __Title III

e. __Other (Please list) _____

VOCATIONAL EDUCATION

f. __Evening Adult

g. __ABE/GED

h. __WIN

i. __Vocational Rehabilitation

j. __Vocational Education for Disadvantaged Youth

k. __Rural Impact Program for Disadvantaged Adults

l. __Other (Please list) _____

21. Are you interested in coordinating future programs with those of other funding agencies? __Yes __No If "No", please indicate the reason.

a. __Do not have time

b. __Process too complicated

c. __Coordination is too costly in terms of man hours

d. __Unfamiliar with coordination procedures

e. __Coordination would not improve my program

f. __Other (Please list) _____

22. Can CETA/Vocational training programs be offered to the out-of-school adult in your high school during the regular work day? __Yes __No If"No", please indicate the reason.

a. __Inadequate facilities

b. __Inadequate teaching staff

c. __Inadequate funds

d. __Inadequate administrative personnel

e. __Incompatibility of regular students and adults

f. __Disciplinary problems created by the adult students

g. __Undesirable influence of adults on regular students

h. __Prohibited by local, state, or federal regulations

i. __Other (Please list) _____

23. Do you have any knowledge of where CETA and/or vocational classes can be offered to out-of-school adults during the regular work day? __Yes __No If "Yes", please fill in the blanks below.

Name of Facility _____

Location of Facility _____

Name of Person to Contact _____

24. What are your recommendations for eliminating future coordination problems? _____

_____

(FOR QUESTIONS 25 THRU 49, PLEASE CIRCLE THE RESPONSE WHICH CORRESPONDS MOST CLOSELY TO YOUR OPINION: N=None; S=Some; M=Moderately; VM=Very Much)

ADMINISTRATION

How severly were your CETA and/or Vocational programs affected by the factors listed below?

		CETA Programs				Vocational Programs			
		N (1)	S (2)	M (3)	VM (4)	N (1)	S (2)	M (3)	VM (4)
25.	Inadequate planning data.	1	2	3	4	1	2	3	4
26.	Inadequate planning time.	1	2	3	4	1	2	3	4
27.	Delayed contract approval.	1	2	3	4	1	2	3	4
28.	Reduction in the amount of funds requested.	1	2	3	4	1	2	3	4
29.	Inadequate funds for recruitment and placement.	1	2	3	4	1	2	3	4
30.	Lack of funds for administration.	1	2	3	4	1	2	3	4

		Ceta Programs				Vocational Programs			
		N (1)	S (2)	M (3)	VM (4)	N (1)	S (2)	M (3)	VM (4)
31.	Lack of funds for custodial services.	1	2	3	4	1	2	3	4
32.	Lack of funds for equipment.	1	2	3	4	1	2	3	4
33.	Inadequate funds for supplies and materials.	1	2	3	4	1	2	3	4
34.	Lack of funds for utilities.	1	2	3	4	1	2	3	4
35.	Lack of advanced funding.	1	2	3	4	1	2	3	4
36.	Difficulty recruiting students.	1	2	3	4	1	2	3	4
37.	Lack of interest on the part of students.	1	2	3	4	1	2	3	4
38.	Disciplinary problems created by students.	1	2	3	4	1	2	3	4
39.	Low academic achievement of students.	1	2	3	4	1	2	3	4
40.	High drop-out rate of students.	1	2	3	4	1	2	3	4
41.	Difficult to place students in meaningful employment situations.	1	2	3	4	1	2	3	4
42.	Damage to facilities by students.	1	2	3	4	1	2	3	4
43.	Lack of adequate training facilities.	1	2	3	4	1	2	3	4
44.	Lack of qualified instructors.	1	2	3	4	1	2	3	4
45.	Lack of qualified administrative personnel.	1	2	3	4	1	2	3	4
46.	Lack of sufficient time to do paperwork.	1	2	3	4	1	2	3	4
47.	Uncooperative attitude of administrative personnel.	1	2	3	4	1	2	3	4
48.	Uncooperative attitude of teachers.	1	2	3	4	1	2	3	4
49.	Other (Please list) _____ _____	1	2	3	4	1	2	3	4

50. Please list below your recommendations for eliminating future administration problems. _____

_____

APPENDIX E

PRAIRIE VIEW A&M UNIVERSITY
COMMUNITY AFFAIRS CENTER
Prairie View, Texas

FIRST ROUND QUESTIONNAIRE FOR THE PROPOSAL
TO DEVELOP A SYSTEM FOR INTERFACING
THE ADMINISTRATION AND IMPLEMENTATION
OF CETA AND VOCATIONAL PROGRAMS
AT THE LOCAL LEVEL

DIRECTIONS

1. We are interested in obtaining your personal opinion about each of the statements in this survey. In responding to the statements, read each carefully and place a check mark in the response block which corresponds most closely to your opinion.

2. If you take either of the extreme positions (strongly agree or strongly disagree), or if you feel that your answer needs clarification, attach a supplemental sheet to the evaluation.
N/A = Not Applicable; S.A. = Strongly Agree; A. = Agree;
D. = Disagree; S.D. = Strongly Disagree

FUNDING	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
1. Councils of government should be notified of the funds they will receive early enough to have sufficient time for planning.	___				
2. Congress should appropriate funds for CETA programs at least a year in advance.	___				
3. Congress should appropriate funds for CETA programs at least two years in advance.	___				
4. The amount of available funds should be advertised in advance of funding date.	___				
5. Reallocate unexpended funds early enough to allow for the orderly extension of services.	___				

FUNDING	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
6. CETA funding cycles should correspond more closely to the school year.	___				
7. The flow of funds to projects should be consistent.	___				
8. Some money should be held in reserve for special projects that have to be coordinated with private industry so that funds are readily available when needed. (eq. Industrial Start-up)	___				
9. Competitive bidding should be used as a method of awarding contracts to approved agencies.	___				
10. Funding negotiation procedures should be simplified.	___				
11. The number of funding sources should be increased.	___				
12. Funds for all manpower related skill training should flow through local councils of Government.	___				
13. Funds for all vocational education and skill training should flow through the Texas Education Agency delivery system.	___				
14. Gather all funding sources under one cover and distribute to all who are qualified to operate programs.	___				
15. Decentralize to state regional levels the funding of all Title III programs.	___				
16. Grantees/operators who operate both CETA and vocational programs should be required to submit a single proposal for both programs to a single funding agency.	___				

	FUNDING	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
17.	Approval for the funding of all CETA and vocational programs should terminate at the state level.	___				
18.	Programs funded at the state level should require coordination at the local COG level.	___				
19.	The state should establish a clearinghouse for the funding of all CETA, vocational, and related contracts.	___				
20.	Arrangements should be made to make it easier for public schools to obtain CETA funds.	___				
21.	The amount of CETA funds set aside for Vocational Education in public schools should be increased from 5% to a higher level.	___				
22.	The amount of funds allotted to the governor for special projects (4%) should be increased.	___				
23.	Additional funds for educational and skill training are needed.	___				
24.	Larger appropriations for on-the-job training are needed.	___				
	PLANNING					
25.	Program planning should be done with regard to all persons concerned including those affected by the program.	___				
26.	The State Manpower Services Council should take a more assertive role in the overall planning of CETA programs.	___				
27.	The Texas Industrial Commission should have a more prominent role in planning for CETA programs.	___				
28.	The Texas Employment Commission should have a more assertive role in the planning for all CETA programs.	___				

PLANNING	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
29. Manpower planners should be made aware of industrialization projects.	___				
30. CETA and vocational programs should be developed through joint planning activities of both agencies.	___				
31. Joint planning activities for all state agencies responsible for providing skill training and support services to the disadvantaged should be required.	___				
32. Common objectives for CETA and vocational education for the disadvantaged should be developed at the state level.	___				
33. The Governor should direct the time and place for the coordination of planning activities for CETA and vocational programs.	___				
34. All funding agencies should be required to accept one comprehensive adult education plan developed by a preselected proposed delivery system.	___				
35. An overall planning committee should be used to assist local sponsors in program planning and implementation.	___				
36. There should be an exchange of membership and data between CETA councils and other advisory groups from adjacent counties.	___				
37. Balance-of-state program planning should originate at the state level.	___				
38. Balance-of-state program planning should terminate at the local COG level.	___				
39. Community based organizations serve as valuable resources bases for the development of programs for the disadvantaged.	___				

PLANNING	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
40. Community based organizations should have a large role to play in the decision-making process of prime sponsors.	___				
41. Plans for skill training in local areas should be based upon statewide needs assessment in addition to local and/or regional needs.	___				
42. The type of skill training programs offered in rural areas should also be based upon the job demands of adjacent urban areas.	___				
43. The program funding level of a county should be based upon community needs as opposed to rigid population statistics.	___				
44. Planning for skill training programs should be done on an individual county basis instead of a conglomerate.	___				
45. Goals should be clearly stated, beginning at the national level.	___				
46. Sponsors of training programs should be held accountable for planning programs in accordance with area needs.	___				
47. Local sponsors should be issued directions of locally operated projects for the purpose of referral of common clients.	___				
48. The plans of prime sponsors should coincide with an overall state plan for CETA services.	___				
49. Provisions should be made for local sponsors to purchase equipment for CETA projects.	___				
50. CETA and vocational planning times should coincide.	___				

	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
PLANNING					
51. There should be a predetermined time for the submission of all proposals.	___				
52. The length of CETA training periods should be increased.	___				
53. Skill training sites should be selected in the absence of political influence.	___				
54. A concerted effort should be made to inform local citizens of benefits they are entitled to receive under CETA.	___				
ADMINISTRATION					
55. The decision to change or select delivery sites should be based upon objective criteria determined by the state.	___				
56. Evaluation of performance audits by a state appointed agency should be sufficient evidence of competence.	___				
57. Agencies which receive favorable evaluations should be allowed to continue their operations.	___				
58. All manpower programs should be consolidated under one local council of government.	___				
59. In areas where CETA and vocational programs are not presently coordinated, a community education director should implement programs with the help of professionals.	___				
60. CETA programs should be administered by agencies that already exist instead of creating new ones.	___				
61. Prime sponsors should be qualified in the field of education and the world of work.	___				
62. Administrators should be hired on the basis of ability rather than political appointment.	___				

ADMINISTRATION	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
63. The duties and responsibilities of CETA administrators should be mandated by the federal government.	___				
64. The duties and responsibilities of state agencies in implementing CETA programs should be mandated by the state government.	___				
65. Rules for operating CETA programs should be standardized.	___				
66. A guide containing clear, concise procedures should be given to program operators.	___				
67. A toll free hotline should be used to allow program operators immediate access to information when needed.	___				
68. A management information system for all vocational education/training programs is needed for information storage and retrieval.	___				
69. Co-ops and field representatives of the Texas Education Agency should be referred to more extensively for consultation and advice in local areas.	___				
70. More field representatives/ counselors are needed to assist program operators in administering CETA programs.	___				
71. Technical assistance and collaboration between manpower planners and vocational education should be intensified.	___				
72. Program administrators should have a better understanding of work load and participant flow.	___				
73. Regulations should be changed so that cost of building lease and custodial services can be charged to training costs.	___				

ADMINISTRATION	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
74. Greater flexibility should be given to local school for the use of CETA 112 funds in order to make changes without formal modification of contracts.	___				
75. Prime sponsors should be given greater flexibility in fiscal responsibilities.	___				
76. Rules for operating CETA programs should be standardized.	___				
77. Stabilization of funding and programs is needed.	___				
78. The issuance of checks to students should be decentralized.	___				
79. Implement easy and fast procedures for rectifying payment conflict of students.	___				
80. Information sheets on reporting procedures should be streamlined.	___				
81. Standardized forms should be used for reporting purposes.	___				
82. Give operators ample time to implement programs before having to evaluate them.	___				
83. Reduce the time for submission of information to industrial clients.	___				
84. Contract approval time for TEA projects should be reduced.	___				
COORDINATION					
85. The responsibility for intra-agency coordination should be left up to the good intentions of those agencies responsible for implementing skill training and support services.	___				
86. CETA prime sponsors should be required by federal law to coordinate with other state agencies providing vocational training and support services to disadvantaged clients.	___				

COORDINATION	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
87. Coordination between CETA and vocational planners could be improved by using the same selection criteria for trainees of CETA programs and vocational education for the disadvantaged.	___				
88. There should be better representation on CETA boards from vocational education and HEW related programs.	___				
89. Prime sponsors and balance-of-state planners should promote combined service delivery at the local level.	___				
90. Agreements to coordinate between local sponsors, including sub-contracts and third-party agreements, should be finalized prior to funding approval.	___				
91. Develop and implement a systematic program of inservice education to acquaint each employee with the nature and scope of related programs.	___				
92. There is a need for joint cross-training of personnel among various agencies serving common clients or having similar objectives.	___				
93. Intra-agency coordination requires weekly meetings with field office personnel.	___				
94. Top level administrators should allow lower level staff members to coordinate their respective programs.	___				
95. Standardized referral procedures should be used to refer clients to appropriate programs.	___				
96. Coordination procedures should be standardized.	___				

	COORDINATION	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
97.	Set up regular conference dates and times for consultation between advisors and operators.	___				
98.	Coordination/cooperation by CETA funded agencies to refer eligible persons to CETA 112 training programs should be encouraged.	___				
99.	The Employment Commission should be responsible for the recruitment and referral of eligible students to all skill training programs, including CETA 112.	___				
100.	Minimum performance standards for both CETA and vocational education for the disadvantaged should be the same.	___				
101.	CETA program structures should parallel structures already established for vocational education for the disadvantaged.	___				
102.	Public schools should provide facilities for out-of-school adult training programs during the regular work day.	___				
103.	Community Based Organizations should be required to serve a broader based clientele.	___				
104.	Coordinate reporting between agencies to minimize duplication of reports.	___				
	IMPLEMENTATION					
105.	Congress should find a solution to the problem of insufficient planning time.	___				
106.	The Comprehensive Employment and Training Act operating guidelines should be simplified at the national level.	___				

IMPLEMENTATION	Unsure or N/A (0)	S.A. (1)	A. (2)	D. (3)	S.D. (4)
107. A more stable policy and commitment is needed at the national level.	___				
108. Care should be used in selecting delivery systems without regard to politics.	___				
109. An advisory committee of business and industry is a must to keep up with the times.	___				
110. Emphasis should be on helping people with the redefinition of goals.	___				
111. Stronger regulations regarding the role of CETA Boards are needed.	___				
112. Careful advance planning is necessary in order to minimize implementation problems.	___				
113. CETA's volumnous rules, paperwork, and restraints under CETA must be reduced.	___				
114. All local operators should be provided with a copy of contractual agreements as soon as possible after approval.	___				
115. In-service training is necessary for local advisory councils.	___				
116. A close working relationship with funding agencies would reduce most implementation problems.	___				
117. Better selection of training candidates; more extensive orientation and early identification of students with pressing personal problems would reduce the drop-out rate of students.	___				

APPENDIX F

Summary of Delphi Observations

ITEM	STATEMENT	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fX^2	$\bar{X}$	S^2	fX^2	$\bar{X}$	S^2	F Ratio	% Unsure	% Agree	% Dis-Agree
1	Councils of Government should be notified of the funds they will receive early enough to have sufficient time for planning.	717	3.46	.65	810	3.68	.65	1.00	02	95	04
2	Congress should appropriate funds for CETA programs at least a year in advance.	658	3.30	.99	647	3.32	.36	2.75	00	96	04
3	Congress should appropriate funds for CETA programs at least two years in advance.	320	2.14	1.05	308	2.21	.53	1.98	04	28	68
4	The amount of available funds should be advertised in advance of funding date.	569	3.04	.78	526	2.95	.55	1.42	04	91	05
5	Reallocate unexpended funds early enough to allow for the orderly extention of services.	674	3.40	.25	604	3.23	.18	1.39	00	100	00
6	CETA funding cycles should correspond more closely to the school year.	459	2.60	1.33	466	2.86	.00	1.33	04	81	16
7	The flow of funds to projects should be consistent.	580	2.98	1.30	540	2.98	.59	2.20	04	91	05
8	Some money should be held in reserve for special projects that have to be coordinated with private industry so that funds are readily available when needed.	507	2.79	1.13	499	2.86	.59	1.92	04	88	09

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fX^2	$\bar{X}$	S^2	fX^2	$\bar{X}$	S^2	F Ratio	% Unsure	% Agree	% Dis-Agree
9	Competitive bidding should be used as a method of awarding contracts to approved agencies.	423	2.53	1.06	438	2.67	.58	1.83	02	68	30
10	Funding negotiation procedures should be simplified.	609	3.14	.84	567	3.07	.53	1.58	04	75	02
11	The number of funding sources should be increased.	309	1.98	1.52	354	2.28	1.03	1.48	07	56	37
12	Funds for all manpower related skill training should flow through local councils of government.	285	2.02	.95	255	1.95	.69	1.38	02	19	79
13	Funds for all vocational education and skill training should flow through the Texas Education Agency delivery system.	458	2.60	1.32	386	2.95	1.95	1.48	00	79	21
14	Gather all funding sources under one cover and distribute to all who are qualified to operate programs.	427	2.51	1.22	470	2.81	.37	3.30	02	79	19
15	Decentralize to state regional levels the funding of all Title III programs.	269	1.74	1.73	336	2.11	1.49	1.16	21	58	21
16	Grantees/operators who operate both CETA and vocational programs should be required to submit a single proposal for both programs to a single funding agency.	400	2.39	1.35	453	2.68	.76	1.78	05	75	19
17	Approval for the funding of all CETA and vocational programs should terminate at the state level.	473	2.25	.92	486	3.04	.66	1.39	04	77	19

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
18	Programs funded at the state level should require coordination at the local COG level.	404	2.39	1.42	438	2.63	.77	1.84	05	74	21
19	The state should establish a clearing-house for the funding of all CETA, vocational, and related contracts.	481	2.72	1.06	509	2.93	.35	3.03	02	91	07
20	Arrangements should be made to make it easier for public school to obtain CETA funds.	425	2.47	1.36	458	2.70	.75	1.81	05	77	18
21	The amount of CETA funds set aside for vocational education in public schools should be increased from 5% to a higher level.	435	2.47	1.54	466	2.67	1.08	1.43	09	72	19
22	The amount of funds allotted to the governor for special projects (4%) should be increased.	311	2.05	1.27	358	2.28	1.10	1.15	11	54	35
23	Additional funds for educational and skill training are needed.	592	3.16	.42	594	3.16	.46	1.10	02	93	05
24	Larger appropriations for on-the-job training are needed.	405	2.37	1.52	415	2.60	.55	2.76	05	67	28
25	Program planning should be done with regard to all persons concerned, including those affected by the program.	547	2.93	1.03	524	3.62	.30	3.43	02	96	02
26	The State Manpower Services Council should take a more assertive role in the overall planning of CETA programs.	414	1.89	1.43	456	2.70	.71	2.01	04	81	16

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
27	The State Industrial Commission should have a more prominent role in planning for CETA programs.	328	2.11	1.35	375	2.37	.99	1.36	11	60	30
28	The State Employment Commission should have a more assertive role in the planning for all CETA programs.	369	2.23	1.54	399	2.44	1.07	1.44	11	67	23
29	Manpower planners should be made aware of industrialization projects.	314	2.28	.31	539	3.04	.25	1.24	02	98	00
30	CETA and vocational programs should be developed through the joint planning activities of both agencies.	594	3.12	.68	573	3.11	.42	1.62	02	96	02
31	Joint planning activities for all state agencies responsible for providing skill training and support services to the disadvantaged should be required.	583	3.07	.82	570	3.12	.25	3.28	00	96	04
32	Common objectives for CETA and vocational education for the disadvantaged should be developed at the state level.	456	2.65	1.00	523	2.96	.39	2.56	00	89	11
33	The Governor should direct the time and place for the coordination of planning activities for CETA and vocational programs.	362	2.28	1.17	427	2.58	.86	1.36	05	65	30
34	All funding agencies should be required to accept one comprehensive adult education plan developed by a preselected proposed delivery system.	353	2.26	1.09	321	2.19	.84	1.30	05	30	65

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
35	An overall planning committee should be used to assist local sponsors in program planning and implementation.	293	2.56	1.45	490	2.84	.53	2.74	02	84	14
36	There should be an exchange of membership and data between CETA Councils and other advisory groups from adjacent counties.	464	2.74	.66	475	2.82	.36	1.83	04	88	09
37	Balance-of-state program planning should originate at the state level.	380	2.39	.99	426	2.60	.75	1.32	04	70	26
38	Balance-of-state program planning should terminate at the local COG level.	276	1.89	1.27	240	1.86	.77	1.65	11	21	68
39	Community based organizations serve as valuable resource bases for the development of programs for the disadvantaged.	519	2.86	.94	531	2.96	.53	1.77	04	89	07
40	Community based organizations should have a large role to play in the decision-making process of prime sponsors.	452	2.63	1.00	502	2.88	.54	1.85	02	82	16
41	Plans for skill training in local areas should be based upon statewide needs assessment in addition to local and/or regional needs.	557	3.04	.57	515	2.96	.25	2.28	00	89	11
42	The type of skill training programs offered in rural areas should also be based upon the job demands of adjacent urban areas.	564	3.02	.80	541	3.04	.28	2.86	02	96	02
43	The program funding level of a county should be based upon community needs as opposed to rigid population statistics.	553	3.18	.39	537	3.04	.21	1.86	00	91	09

Item	Statement	Round 1			Round 2			Between Round F Ratio	Round 2 Response Distribution % Unsure	% Agree	% Dis-Agree
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2				
44	Planning for skill training programs should be done on an individual county basis instead of a conglomerate.	358	2.28	1.10	332	2.88	.63	1.75	05	37	58
45	Goals should be clearly stated, beginning at the national level.	540	2.88	1.22	584	3.16	.28	4.36	00	96	04
46	Sponsors of training programs should be held accountable for planning programs in accordance with area needs.	612	3.16	.78	583	3.18	.15	5.20	00	98	02
47	Local sponsors should be issued directories of locally operated projects for the purpose of referral of common clients.	543	2.89	1.17	531	2.96	.53	2.21	02	93	04
48	The plans of prime sponsors should coincide with an overall state plan for CETA services.	493	2.82	.68	510	2.95	.27	2.52	00	88	12
49	Provisions should be made for local sponsors to purchase equipment for CETA projects.	538	2.88	1.18	492	2.88	.36	3.28	02	88	11
50	CETA and vocational planning times should coincide.	488	2.77	.89	505	2.89	.49	1.82	04	19	05
51	There should be a predetermined time for the submission of all proposals.	461	2.56	1.55	500	2.84	.71	2.18	05	86	09
52	The length of CETA training periods should be increased.	283	1.88	1.47	312	2.14	.91	1.62	11	32	58
53	Skill training sites should be selected in the absence of political influence.	677	3.35	.66	606	3.23	.22	3.00	00	98	02

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
54	A concerted effort should be made to inform local citizens of benefits they are entitled to receive under CETA.	628	3.23	.61	556	3.07	.33	1.85	02	96	02
55	The decision to change or select delivery sites should be based upon objective criteria determined by the state.	379	2.30	1.39	433	2.61	.78	1.78	07	74	19
56	Evaluation of performance audits by a state appointed agency should be sufficient evidence of competence.	381	2.37	1.09	419	2.58	.71	1.54	05	68	26
57	Agencies which receive favorable evaluations should be allowed to continue their operations.	445	2.65	.80	488	2.84	.49	1.63	05	93	02
58	All manpower programs should be consolidated under one local council of government.	307	2.05	1.19	307	2.16	.74	1.61	05	26	68
59	In areas where CETA and vocational programs are not presently coordinated, a community education director should implement programs with the help of professionals.	375	2.19	1.80	458	2.77	.36	5.00	02	81	18
60.	CETA programs should be administered by agencies that already exist instead of creating new ones.	587	2.89	1.95	595	3.14	.58	3.36	02	96	02
61	Prime sponsors should be qualified in the field of education and the world of work.	563	2.89	1.52	566	3.11	.62	2.45	04	89	07

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
62	Administrators should be hired on the basis of ability rather than political appointment.	714	3.47	.47	734	3.54	.32	1.47	00	96	04
63	The duties and responsibilities of CETA administrators should be mandated by the federal government.	359	2.23	1.36	414	2.53	.90	1.51	05	68	26
64	The duties and responsibilities of state agencies in implementing CETA programs should be mandated by the state government.	425	2.51	1.18	478	2.81	.52	2.27	04	81	16
65	Rules for operating CETA programs should be standardized.	587	3.11	.67	571	3.14	.16	4.19	00	98	02
66	A guide containing clear, concise procedures should be given to program operators.	655	3.32	.51	611	3.25	.19	2.68	00	100	00
67	A toll free hotline should be used to allow program operators immediate access to information when needed.	551	2.93	1.10	538	2.98	.55	2.00	02	88	11
68	A management information system for all vocational education/training programs is needed for information storage and retrieval.	568	2.42	1.30	533	2.93	.78	1.67	05	91	04
69	Co-ops and field representatives of the Texas Education Agency should be referred to more extensively for consultation and advice in local areas.	488	2.70	1.28	494	2.77	1.00	1.28	09	84	07
70	More field representatives/counselors are needed to assist program operators in administering CETA programs.	291	1.91	1.47	337	2.18	1.20	1.23	16	49	35

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribut		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
71	Technical assistance and collaboration between manpower planners and vocational education should be intensified.	507	2.79	1.13	507	2.86	.73	1.55	05	89	05
72	Program administrators should have a better understanding of work load and participant flow.	528	2.98	.37	518	2.95	.41	.90	04	96	00
73	Regulations should be changed to that cost of building lease and custodial services can be charged to training costs.	422	2.39	1.74	444	2.40	1.07	1.63	09	77	14
74	Greater flexibility should be given to local school for the use of CETA 112 funds in order to make changes without formal modification of contracts.	418	2.39	1.67	456	2.60	1.28	1.30	11	72	18
75	Prime sponsors should be given greater flexibility in fiscal responsibilities.	385	2.51	.47	458	2.67	.94	.50	07	74	19
76	Rules for operating CETA programs should be standardized.	570	3.05	.69	544	3.05	.23	3.00	00	95	05
77	Stabilization of funding and programs is needed.	517	2.79	1.31	516	2.91	.58	2.26	05	93	02
78	The issuance of checks to students should be decentralized.	293	1.91	1.51	310	2.04	1.24	1.22	21	40	39
79	Implement easy and fast procedures for rectifying payment conflict of students.	531	2.89	.95	532	2.98	.45	2.11	04	95	02
80	Information sheets on reporting procedures should be streamlined.	635	3.25	.62	581	3.14	.34	1.82	02	98	00

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
81	Standardized forms should be used for reporting purposes.	637	3.28	.42	583	3.18	.15	2.80	00	100	00
82	Give operators ample time to implement programs before having to evaluate them.	527	2.93	.85	548	3.05	.30	2.83	02	96	02
83	Reduce the time for submission of information to industrial clients.	397	2.23	2.04	507	2.86	.73	2.79	07	91	02
84	Contract approval time for TEA projects should be reduced.	534	2.74	1.91	479	2.75	.83	2.30	09	88	04
85	The responsibility for intra-agency coordination should be left up to the good intentions of those agencies responsible for implementing skill training and support services.	289	2.02	1.02	271	2.05	.55	1.85	05	21	74
86	CETA prime sponsors should be required by federal law to coordinate with other state agencies providing vocational training and support services to disadvantaged clients.	540	2.95	.80	561	3.07	.42	1.90	02	91	07
87	Coordination between CETA and vocational planners could be improved by using the same selection criteria for trainees of CETA programs and vocational education for the disadvantaged.	446	2.49	1.65	506	2.88	.61	2.70	05	89	05
88	There should be better representation on CETA boards from vocational education and HEW related programs.	481	2.61	1.63	541	3.00	.50	3.26	04	93	04

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	*F* Ratio	% Unsure	% Agree	% Dis-Agree
89	Prime sponsors and balance-of-state planners should promote combined service delivery at the local level.	503	2.75	1.26	544	3.02	.45	2.80	04	96	00
90	Agreements to coordinate between local sponsors, including subcontracts and third-party agreements, should be finalized prior to funding approval.	448	2.56	1.32	493	2.82	.68	1.94	05	86	09
91	Develop and implement a systematic program of inservice education to acquaint each employee with the nature and scope of related programs.	513	2.82	1.04	515	2.96	.25	4.16	02	95	04
92	There is a need for joint cross-training of personnel among various agencies serving common clients or having similar objectives.	530	2.95	.62	522	2.95	.48	1.29	04	91	05
93	Intra-agency coordination requires weekly meetings with field office personnel.	249	1.77	1.25	247	1.95	.55	2.27	09	16	75
94	Top level administrators should allow lower level staff members to coordinate their respective programs.	402	2.39	1.38	429	2.58	.89	1.55	11	79	11
95	Standardized referral procedures should be used to refer clients to appropriate programs.	618	3.26	.20	530	2.98	.41	.49	04	96	00
96	Coordination procedures should be standardized.	559	3.07	.39	517	3.00	.07	5.57	00	96	04
97	Set up regular conference dates and time for consultation between advisors and operators.	513	2.89	.63	497	2.89	.35	1.80	04	95	02

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribut		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
98	Coordination/cooperation by CETA funded agencies to refer eligible persons to CETA 112 training programs should be encouraged.	537	2.93	.85	536	3.02	.30	2.83	02	95	04
99	The Employment Commission should be responsible for the recruitment and referral of eligible students to all skill training programs, including CETA 112.	375	2.26	1.48	358	2.25	1.26	1.17	11	42	47
100	Minimum performance standards for both CETA and vocational education for the disadvantaged should be the same.	393	2.40	1.14	472	2.77	.61	1.87	05	86	09
101	CETA program structures should parallel structures already established for vocational education for the disadvantaged.	345	2.09	1.72	413	2.44	1.32	1.30	16	68	14
102	Public schools should provide facilities for out-of-school adult training programs during the regular work day.	375	2.30	1.32	425	2.54	1.00	1.32	09	75	16
103	Community based organizations should be required to serve a broader based clientele.	352	2.11	1.77	401	2.40	1.28	1.38	16	72	12
104	Coordinate reporting between agencies to minimize duplication of reports.	528	2.81	1.41	518	2.91	.62	2.27	05	91	04
105	Congress should find a solution to the problem of insufficient planning time.	612	3.19	.55	563	3.07	.46	1.20	00	89	11
106	The Comprehensive Employment and Training Act operating guidelines should be simplified at the national level.	635	3.25	.62	588	3.16	.35	1.77	02	98	00

Item	Statement	Round 1			Round 2			Between Round	Round 2 Response Distribution		
		fx^2	$\bar{x}$	s^2	fx^2	$\bar{x}$	s^2	F Ratio	% Unsure	% Agree	% Dis-Agree
107	A more stable policy and commitment is needed at the national level.	605	3.12	.88	588	3.16	.35	2.51	02	98	00
108	Care should be used in selecting delivery systems without regard to politics.	649	3.28	.63	590	3.19	.16	3.94	00	100	00
109	An advisory committee of business and industry is a must to keep up with the times.	580	3.12	.43	576	3.16	.14	3.07	00	100	00
110	Emphasis should be on helping people with the redefinition of goals.	453	2.58	1.32	457	2.65	1.02	1.29	11	86	04
111	Stronger regulations regarding the role of CETA Boards are needed.	398	2.28	1.81	465	2.68	.58	3.12	11	84	05
112	Careful advance planning is necessary in order to minimize implementation problems.	623	3.25	.40	576	3.16	.14	2.86	00	100	00
113	CETA's voluminous rules, paperwork, and restraints under CETA must be reduced.	657	3.21	1.24	740	3.51	.68	1.82	04	96	00
114	All local operators should be provided with a copy of contractual agreements as soon as possible after approval.	612	3.16	.77	744	3.58	.25	3.08	00	100	00
115	In-service training is necessary for local advisory councils.	506	2.70	1.61	522	2.93	.58	2.77	07	88	05
116	A close working relationship with funding agencies would reduce most implementation problems.	514	2.81	1.16	495	2.82	.72	1.61	07	89	04
117	Better selection of training candidates; more extensive orientation and early identification of students with pressing personal problems would reduce the drop-out rate of students.	537	2.89	1.06	559	3.11	.17	6.24	00	96	04

APPENDIX G

COMMUNITY SERVICES DIRECTORY

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*Texas Department of Community Affairs

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MANPOWER DIVISION

This division is actively involved in the development of manpower policy at the local and state level; in providing technical assistance to community agencies delivering direct services to people; and in communicating the legislative status and activities of manpower and other human services to a broad range of interested persons at local, state, regional and national levels. The division compiles and distributes a bi-monthly newsletter "Manpower Briefs" which provides a composite view of current events in manpower at all relevant levels of government. The Manpower Division also provides information on a daily basis to community agencies, state agencies and persons in other states regarding manpower, and responds to all requests for assistance.

Assistant Director for Manpower
Center for Human Resources
University of Houston
3801 Cullen Blvd.
Houston, Texas 77004 (713) 749-3755

RESEARCH DIVISION

The purpose of all research activities undertaken by the Center is to solve a pressing problem or to provide the necessary data for decision makers at all levels of society, government, or the private sector. Projects are carried on in an interdisciplinary framework utilizing the expertise of all Center staff, faculty members from the University of Houston and other universities as needed, and professionals in the field brought in for a specific project. No project is considered too large or too small. The main criteria are the relevance of the problem to human resource needs and the applicability of the results of the research to action programs and processes.

Associate Director for Research
Center for Human Resources
University of Houston
3801 Cullen Bldv.
Houston, Texas 77004 (713) 749-3755

INDUSTRIAL RELATIONS PROGRAMS DIVISION

The primary emphasis of the division if programs for labor union members. A total of 21 courses have been developed, each 15 hours in length. Three sequences have been developed: (1) Union Administration; (2) Leadership and Interpersonal Behavior; and (3) Social and Economic Issues. The Center does host some on-campus institutes but the major thrust is to take programs to local unions across the state so that they are available to rank and file members, as well as local union leaders. The Center has, and is continuing, to develop joint labor education programs with other universities. In addition, it is developing programs in municipal labor relations. The Center has developed and participated in educational and training programs for lower level supervisory personnel who interact with union officers on a daily basis. These programs have been conducted with private employers and with several government agencies.

Assistant Director for Industrial Relations
Center for Human Resources
University of Houston
3801 Cullen Blvd.
Houston, Texas 77004 (713) 749-3755

TECHNICAL ASSISTANCE

TOEO provides technical assistance at the local level to private/nonprofit Texas corporations, local general purpose governments, and local special governments (school districts, etc.) who are concerned with human services provided under the Economic Opportunity Act. Programmatic expertise is provided in the areas of housing, manpower, and others relevant to providing services to the poor.

Texas Department of Community Affairs
Director, Texas Office of Economic Opportunity
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 478-9601

GRANT REVIEW

TOEO reviews grant applications and recommends funding of Federal monies provided under the Economic Opportunity Act. TOEO can veto applications if the application is not satisfactory.

Texas Department of Community Affairs
Director, Texas Office of Economic Opportunity
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 478-9601

STATISTICAL DEVELOPMENT

TOEO provides statistical development for local human resource planners and developers in Texas for the assessment of needs and program responses at the Community Action Corporation level.

Texas Department of Community Affairs
Director, Texas Office of Economic Opportunity
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 478-9601

TRAINING AND TECHNICAL ASSISTANCE

With the responsibility to assist youth groups in Texas, the Office of Youth Opportunities provides training and/or technical assistance to local level youth programs as well as to various community-based programs. For the most part, assistance with other than program coordination has consisted of supplementing tutorial programming, recreational leadership, council organization, and participation in several group career guidance sessions. In other cases, the type of assistance offered includes program development, staff training, resource identification, and whatever other services are needed that this office can provide in its normal programming capacity.

Texas Department of Community Affairs
Director, Office of Youth Opportunities
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6335

"CAREER OPPORTUNITIES FOR YOUTH"

This is a yearly project designed to provide career awareness information at the post secondary level to high school-aged youth, dropouts, and veterans through on-campus "Career Day" activities. The programming entails coordination among the Texas Education Agency and its post-secondary institutions as well as with various education-related statewide associations supporting similar objectives.

Texas Department of Community Affairs
Director, Office of Youth Opportunities
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6335

DOMESTIC ACTIONS PROGRAMMING

This project was designed to promote the Department of Defense Domestic Actions programming of resource exchange between military installations and community service organizations at the state and local level.

Texas Department of Community Affairs
Director, Office of Youth Opportunities
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6335

REVIEW AND COMMENT PROCESS

This office participates in reviewing grant application proposals in Texas. In most cases, the proposals are for youth components with the remainder being for manpower programming. As a part of the review process, the Office of Youth Opportunities is asked to make recommendations for funding to the Governor and at the same time offer any comments disseminating service-providing information that might supplement local level programming.

Texas Department of Community Affairs
Director, Office of Youth Opportunities
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6335

MOBILIZATION OF RESOURCES

The Office of Youth Opportunities coordinates, develops and initiates working relationships with federal, state and local governments regarding youth in the development of federal and state resources and programming within the State. It maintains a central clearinghouse of information on all areas of concern for youth activities within the State of Texas.

Texas Department of Community Affairs
Director, Office of Youth Opportunities
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6335

COMMUNITY ASSISTANCE

The State Program on Drug Abuse is providing for community assistance in regional planning for drug abuse prevention activities, in program and fiscal management of drug abuse treatment, services, through public information and training, and in developing employment programs for drug abusers.

Texas Department of Community Affairs
Director, State Program on Drug Abuse
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6351

FINANCIAL ASSISTANCE

The State Program on Drug Abuse is providing funding contracts with the National Institute of Drug Abuse. These contracts call for very specific statements of work and are aimed at providing a uniform standard of treatment across the state. The contracts will pay for inpatient or hospital care, residential programs, and outpatient treatment. Through the use of these funds, the State Program on Drug Abuse has been able to see that every metropolitan area in the state with a substantial drug abuse problem now has funds to support treatment facilities, and it is hoped that the scope of these programs can be expanded and facilities can be provided in smaller Texas communities which

are also in need of treatment programs.

Texas Department of Community Affairs
Director, State Program on Drug Abuse
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6351

STATEWIDE COORDINATION

The State Program on Drug Abuse is providing coordination of all drug abuse prevention functions in the state through review of policies and budgets of state agencies, through development of accreditation guidelines for drug abuse treatment and rehabilitation programs, and through development of interagency relationships for integrated service delivery.

Texas Department of Community Affairs
Director, State Program on Drug Abuse
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-6351

GRANTS MANAGER

The Grants Manager reviews funds requests and expenditure reports of state agencies funded through Social and Rehabilitation Services (SRS), Department of Health, Education and Welfare. He serves as the "eyes" and "ears" of the regional SRS office and brings to their attention certain areas of concern and/or problems of delivery of services, as well as proposed plans of action. He directs complaints concerning particular services to the proper agency and sees that the complaint is handled promptly.

Grants Manager
Social and Rehabilitation Services
702 Colorado, Room 608
Austin, Texas 78701 (512) 397-5789

RESEARCH UTILIZATION

The Research Utilization program communicates to administrators, practitioners, researchers, and consumers research on aging that can be implemented to provide the services to the aging population. This includes dissemination of research information via a quarterly publication, workshops, seminars, conferences, and an automated information system available to all groups interested in Senior Citizens.

Research Utilization Program Administrator
Governor's Committee on Aging
P.O. Box 12786, Capitol Station
Austin, Texas 78711 (512) 475-2717

RETIRED SENIOR VOLUNTEER PROGRAM

The Retired Senior Volunteer Program offers older adults a recognized role in the community and a meaningful life in retirement through volunteer service. Through RSVP, retired men and women over 60 are given meaningful opportunities to participate more fully in the life of their communities through volunteer service. Each RSVP is planned, organized, and operated on the local level. It is developed under the auspices of an established community-service organization which is able to generate local financial support to match a Federal grant from ACTION. The grant must contain an acceptable plan of annually increasing local support.

RSVP Resource Specialist
Governor's Committee on Aging
P.O. Box 12786, Capitol Station
Austin, Texas 78711

GERONTOLOGICAL FILM COLLECTION

The Texas Governor's Committee on Aging in cooperation with the North Texas State University Center for Studies in Aging and Center for Community Services has compiled a central gerontology film library at the NTSU Library. Films are available on free loan to community and state agencies, organizations, and other groups interested or working in the field of aging. The only cost in the service is the return postage for films to be paid by the borrower. Film catalogs are available from the Governor's Committee on Aging.

Governor's Committee on Aging
P.O. Box 12786, Capitol Station
Austin, Texas 78711 (512) 475-2717

COMMUNITY HUMAN RESOURCE ASSISTANCE

In ten regional offices and in offices in each county, the State Department of Public Welfare administers 26 programs involving community problems. Social and/or financial services are offered to the elderly, disabled, families with dependent children, and children themselves. Such needs as food stamps, medical services, nursing home payments, and financial support are given to eligible recipients. In addition, day care and vocational training are available for eligible mothers. For further information concerning services and eligibility requirements, the Department has pamphlets available in both Spanish and English. For information concerning available pamphlets, contact, "Publications Catalog", State Department of Public Welfare, Business Services Division, John H. Reagan Building, Austin, Texas 78701.

Texas State Department of Public Welfare
John H. Reagan Building
Austin, Texas 78701 (512) 475-4115

PURCHASED SOCIAL SERVICES

The Texas State Department of Public Welfare contracts for a wide variety of social services ranging from day care (adult and child), foster care (adult and child), and homemaker chore services, to health-related and educational services. Some of these services are oriented to the aged, blind, disabled, and others for families and children. Any community or agency interested in providing these services should contact the Regional Program Director for Purchased Social Services in each region.

Texas State Department of Public Welfare
Regional Program Director for Purchased Social Services
DPW Region (see listing for regional addresses in Section 8 Additional Contacts)

COMMODITY DISTRIBUTION

Provides for distribution of agricultural commodities made available by the United States Department of Agriculture within participating counties to: eligible state institutions (hospitals and special schools), schools participating in the National School Lunch Program, counties, cities and other government entities, and some private and non-profit organizations. Program is federally sponsored, but state administered in counties participating in the commodity distribution program.

Texas State Department of Public Welfare
Director, Commodity Distribution Division
John H. Reagan Building
Austin, Texas 78701 (512) 475-4115

COMMUNITY HUMAN RESOURCE DEVELOPMENT AND COORDINATION

The Texas State Department of Public Welfare is committed to participating in the efforts of communities and other agencies to plan for and coordinate the region-wide delivery of human services. The Regional Administrator and the Human Resource Coordinator in each region are available for joint planning and coordination.

Texas State Department of Public Welfare
Regional Administrator
Human Resource Coordinator
DPW Region (See listing for regional addresses in Section 8 Additional Contacts)

INFORMATION SYSTEM

For Texans interested in planning early childhood programs, OECD is developing an information system on the conditions of children under six and their families. This information contains data concerning health conditions, economic characteristics and family profiles of Texas' counties and cities. Other information includes basic demographic features, child-care arrangements, health characteristics, child-rearing patterns and child-development norms.

Director, Office of Early Childhood Development

Texas Department of Community Affairs
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-5833

NOTE: Source of information about state and federal programs was obtained from the Community Development Catalog: A Guide to State and Federal Programs, prepared by the Texas Department of Community Affairs, Austin, Texas 1975.

DEMONSTRATION PROJECTS

To show how communities can provide a variety of services to children and families, OECD supports a number of demonstration projects. Most of the contact with young children and families occurs at the local level - through schools, churches, child care centers, local health and welfare departments, and other agencies. The demonstration projects - divided into county projects and special projects - are designed to serve as potential models for other communities and organizations in planning and improving services to children in the areas of child care, health, preschool enrichment programs, etc.

Director, Office of Early Childhood Development
Texas Department of Community Affairs
P.O. Box 13166, Capitol Station
Austin, Texas 78711 (512) 475-5833

ADULT & CONTINUING EDUCATION

Region IV is fortunate to have an area consultant of the Texas Education Agency's Adult and Continuing Education Division officed at the Service Center. This consultant provides technical assistance for counties in the Southwest Gulf Coast area. Programs coordinated by this component include:

- *Adult Basic Education.* Coordination of teacher training, proposal preparation and contract agreements.
- *Concentrated Employment Training Act (CETA).* Silll training and job placement for socioeconomically disadvantaged adults.
- *Work Incentive Program (WIN).* Training for mothers receiving Aid to Families with Dependent Children.
- *Adult Vocational Skill Training.* Skills training for disadvantaged adults through school districts and junior/senior colleges.

- *Program Referral.* Assistance to local governments in planning manpower and adult continuing education programs.

- *Civil Defense.*

T.E.A. Service Contact:
Area Representative, Garland Wilson
Houston, Texas
Phone: (713) 529-6100

ADULT BASIC EDUCATION

It's a common complaint among teachers that children don't want to learn. Not many Adult Basic Education teachers have the problem because their older students prove their motivation just by enrolling.

Nine school districts and colleges have formed a co-op with Region IV to meet the needs of adults who never finished high school. The co-op members have been amazed at the response to the courses. Region IV offers assistance to all schools interested in teaching the undereducated citizens in their communities, specifically:

- Teacher Training
- Materials Selection
- Program Implementation (English as a Second Language, Adult Basic Education and G.E.D. preparation)

Service Contact:
Carl Engleman
Telephone: 868-1051

PERSONS WHO ARE ELIGIBLE TO RECEIVE SERVICES

Original Source:

Coordinating HEW Programs with CETA
Urban Management Consultants of San Francisco, California
Under contract with Region X, Department of
Health, Education and Welfare.

Programs for \ Agency Providing the Service	CETA	TDPW	T E A		TRC	TEC
			ADULT ED.	VOC ED.		
Youth	x		x	x		x
Elderly	x					x
Spanish Surname	x		x	x	x	x
Indians	x		x	x	x	x
Other	x		x	x	x	x
Migrants & Seasonal Farmworkers	x		x	x	x	x
Offenders	x		x	x	x	x
Welfare Recipients	x	x		x	x	x
Physically or Mentally Handicapped				x	x	x
Disadvantaged	x	x	x	x	x	x

SERVICES PROVIDED BY AGENCIES

Original Source:

Coordinating HEW Programs with CETA
Urban Management Consultants of San Francisco, California
Under contract with Region X, Department of
Health, Education and Welfare.

Service Provided \ Agency Providing the Service	CETA	TDPW	TEA		TRC	TEC
			ADULT ED.	VOC. ED.		
Intake, Texting, Assessment	x	x	x	x		x
Guidance Counseling	x	x	x	x		x
Remedial Basic Education	x	x	x	x		
Institutional Skill Training	x	x		x	x	
On-the-job Training	x	x		x	x	x
Subsidized Employment	x	x				
Training Stipends	x	x			x	
Day Care Support	x	x				
Minor Medical	x	x			x	
Job Placement	x	x		x	x	x

PLACES TO CONTACT FOR INFORMATION
ABOUT PROGRAMS LOCATED IN EACH COUNTY

AGENCY	COUNTY LOCATION			
	WALLER	WASHINGTON	AUSTIN	GRIMES
CETA	Texas Employment Commission 523 S. Main Conroe, TX Mr. J.J. Granchay Phone: 756-0014	Brazos Valley Development Council Bryan, Texas	Brazos Valley Development Council Bryan, Texas	Brazos Valley Development Council Bryan, Texas
WELFARE	Texas Department of Public Welfare 744 9th Street Hempstead, TX 77445 Mrs. Cook Phone: 826-2136	Washington Co. Welfare City Hall - Basement 1111 South Market Street P.O. Box 812 Brenham, TX 77833 Glen Brenner Phone: 836-7951	Austin County Welfare Courthouse Basement Bellville, TX 77418 W.B. Lyth Phone: 865-3639	Welfare Department Box 486 Anderson, TX 77830 Joyce Smithers Phone: 873-2317
ADULT EDUCATION	Prairie View A&M Univ. Prairie View, Texas 77445 Phone: 857-2716 or 857-2714 Mrs. J. Wallace	Dr. Way Chek Blinn College Brenham, TX 77833 Phone: 836-6601	Bellville ISD Austin County Courthouse Bellville, TX 77418 Mr. Leroy Grebe Phone: 865-2162	Navasota ISD Box 511 Navasota, TX 77868 Martha Webb Phone: 825-7191
VOCATIONAL REHABILITATION	Texas Rehabilitation Commission Bellville, TX 77418 Mr. Britt Barbee Phone: 865-3128	Texas Rehabilitation Commission 104 W. Vulcan Brenham, TX 77833 Phone: 836-9351	Texas Rehabilitation Commission 7 No. Masonic Bellville, TX 77418 Mr. Britt Barbee Phone: 865-3128	Texas Rehabilitation Commission 1320 Avenue N Huntsville, TX Mr. Neal Roe Phone: 295-8178
EMPLOYMENT SERVICE	Texas Employment Commission 2613 Austin Houston, TX Community Employment Svc Prairie View, TX 77445 Phone: 857-2716	Texas Employment Commission 409 N. Texas Bryan, TX Phone: 822-3743 Washington County Courthouse	Texas Employment Commission 2613 Austin Houston, TX Washington County Courthouse Brenham, TX	Texas Employment Commission 409 N. Texas Bryan, TX Phone:823-3743 Grimes County Chamber of Commerce

PLACES TO CONTACT FOR INFORMATION
ABOUT PROGRAMS LOCATED IN EACH COUNTY

AGENCY	COUNTY LOCATION			
	FT. BEND	COLORADO	MONTGOMERY	
CETA	Texas Employment Commission 201 N. Chenango Angleton, TX Ms. Betty Dugat Phone: 849-3192	Texas Employment Commission 117 Fulton Wharton, TX Mr. Paul Williams Phone: 532-1399	Texas Employment Commission 523 S. Main Conroe, TX Mr. J.J. Granchay Phone: 756-0014	
WELFARE	Texas Department of Public Welfare 304 S. 5th Street Richmond, TX Phone: 342-4741 Fort Bent County Welfare County Courthouse Phone: 232-3272	Colorado Co. Courthouse City Hall Columbus, TX Ellen Jrrries Phone: 713/732-5774	Texas Department of Public Welfare 327 N. Thompson Conroe, TX Mr. Don Reynolds Phone: 756-0646 Montgomery County Wel. Conroe, TX 756-0646	
ADULT EDUCATION	Fort Bend ISD Ext. Jim Reece - 494-3051 47 Stafford, TX Lamar Consolidated ISD Jim Steakley - 342-5521 Rosenberg, TX	Rice CISD Altair, TX Mr. Victor Scott Phone: 234-3531	Conroe High School 3200 W. Davis Conroe, TX Phone: 756-8009	
VOCATIONAL REHABILITATION	Texas Rehabilitation Commission 5184 Avenue H Rosenberg, TX Ms. Margaret Dumont Phone: 342-5685	Texas Rehabilitation Commission 7 North Masonic Bellville, TX 77418 Mr. Britt Barbee Phone: 865-3128	Texas Commission 3002 N. Frazier North Hill Shopping Ctr. Conroe, TX Ms. Jeanette Ruthstrom Phone: 756-8146	
EMPLOYMENT SERVICE	Texas Employment Commission 2613 Austin Houston, TX Phone: 527-0711	Texas Employment Commission 711 N. Fulton Wharton, TX Phone: 532-1399	Texas Employment Commission 401 N. Main Conroe, TX Mr. Lloyd F. Burns Phone: 756-5577	